DOCUMENT RESUME

ED 264 398 CE 043 062

AUTHOR	Gregory, Margaret R.; Benson, Robert T.
TITLE	V-TECS Guide for Cosmetology (Cosmetologists).
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE	85
NOTE	281p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Accounting; Behavioral Objectives; *Business Administration; Competency Based Education; *Cosmetology; Definitions; Job Skills; Learning Activities; Lesson Plans; Safety; Secondary Education; *Service Occupations; *Small Businesses; Teacher Developed Materials; *Vocational Education
IDENTIFIERS	*Beauty Shop Managers

ABSTRACT

This curriculum guide is intended to train trade and industrial education students in the hands-on aspects of the occupation of cosmetologist. Included in the guide are course outlines that address the following topics: following safety and sanitation procedures in managing a salon; shampooing, conditioning, cutting, and styling hair; permanent waving and relaxing (straightening) hair; bleaching and coloring hair; caring for skin, hands, and feet; performing wig services; serving as a receptionist; managing a salon; and performing accounting functions. Each course outline contains some or all of the following: a duty; a task statement; a performance objective and performance guide; suggested learning activities; a list of recommended resources; student evaluation criteria, including answers to any evaluation questions or exercises provided; a lesson test; test answers; and attachments (including handouts, forms, and transparency masters). Appendixes to the guide include definitions of terms, a tool and equipment list, a bibliography, a duty and task list, and written evaluation questions and answers. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED264398

V-TECS GUIDE

FOR

COSMETOLOGY
(Cosmetologists)

Prepared by

Margaret E. Gregory
Project Coordinator

Robert T. Benson, Ed.D.
Technical Coordinator

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Charlie G. Williams, State Superintendent of Education

Division of Instruction
Sidney B. Cooper, Deputy Superintendent

Office of Vocational Education
Dr. Moody M. Oswald, Jr., Director

South Carolina Department of Education: An Equal Opportunity Agency
Columbia, South Carolina 29201

Copyright 1985

CE043062

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E L Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGMENTS

The Cosmetology V-TECS Guide was developed from the Cosmetologist V-TECS Catalog by a committee of Cosmetology instructors in South Carolina. These instructors are to be commended for their expertise in the field and for their ability to complete the tedious work required in developing this V-TECS Guide. The writers are: Zelma Craps (Newberry County Vocational Center); Linda Ham (Marion-Mullins Vocational Center); Leonard Hawkins (Airport High School); and, Amy Sanders (Sumter Career Center).

The State Office of Vocational Education staff members who assisted the committee were Joe Bunn (T & I Consultant) and Dr. Annie Winstead (Sex Equity Consultant). Other staff members who were involved in the project were Pat Kinsey (Editor) and Martha Jones (Typesetter).

Upon completion of the writing of the Cosmetology V-TECS Guide, six instructors were selected to field review the materials for validity and reliability. These instructors are to be commended for their thoroughness in providing their expertise in modifying and approving this guide for classroom use. The field reviewers are: Carrie McWhorter (Richland Northeast High School); Dorothy Pressley (Lynhaven Career Center); Margaret Joye (Florence Area Vocational Center); Anne Harris (Rock Hill Career Development Center); Cathy Shaw (McDuffie High School) and Diane Mincey (Fairfield County Vocational Center).

TABLE OF CONTENTS

Acknowledgments ii

Introduction 1

Use of V-TECS Guide 3

Course Outline:

I. Safety (Managing the Salon) 4
II. Sanitation (Managing the Salon) 8
III. Shampooing, Conditioning, Cutting and Styling Hair 29
IV. Permanent Waving and Relaxing (Straightening) Hair 70
V. Bleaching and Coloring Hair 91
VI. Caring for Skin, Hands, and Feet (Facials, Manicures, and Pedicures) 116
VII. Performing Wig Services 140
VIII. Performing Receptionist Functions 158
IX. Managing the Salon 180
X. Performing Accounting Functions 229

Appendices:

A. Definition of Terms 250

B. Tool and Equipment List 252

C. Bibliography 255

D. Duties and Tasks 259

E. Written Evaluation Questions and Answers 261

INTRODUCTION

V-TECS guides are an extension or continuation of the V-TECS catalogs. While the V-TECS catalog is a composition of duties, tasks, performance objectives, and performance guides, it deals only with the psychomotor aspect of an occupation. It is a blueprint of an occupation. It deals only with the identification of the hands-on aspect of the occupation. It does not take into consideration such things as the background information surrounding a task, how to make inferences, generalizations and decisions from a body of knowledge, nor does it deal with attitudes, job seeking skills, safety or energy conservation practices. V-TECS guides take these aspects of teaching and learning into consideration.

Experience has shown that the art of learning can also be taught while teaching subject matter. People need to learn how to learn. V-TECS guides take into consideration how students learn and are an efficient way for instructors to assist them to learn.

V-TECS guides are centered around all three domains of learning: psychomotor, cognitive, and affective. The following is a brief explanation of each.

Psychomotor

Any manipulative skill such as tightening a nut, replacing a hubcap, sharpening a pencil, machining a key slot in a steel shaft, or replacing a SCR in a solid state control panel are examples of manipulative or psychomotor skills. Tasks such as these are identified in V-TECS catalogs. V-TECS catalogs also group tasks by duties and objectives. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task. The V-TECS catalog, however, does not include any suggestions on how to learn to do these tasks.

V-TECS guides are developed around psychomotor tasks which are worker oriented.

Cognitive

To perform psychomotor tasks, students must think. To tighten a nut they must know which way to turn it and when to stop turning it so that they won't strip the threads or shear the bolt off. If replacing a hubcap, there is a certain technique that may vary from one car to another. For example, start the hubcap by placing the cap in a tilted position and tapping it all the way around until it is properly seated. On a different model, it may be necessary to position the hubcap and snap it all at once. At any rate, students must think about what is being done. This is cognition or a mental activity. Cognition is what goes on in the mind about any job being done. V-TECS guides provide both the collateral knowledge and the impetus to apply cognition to psychomotor tasks.

Students gain cognition through both real and vicarious experiences. They may read, view tapes, memorize or practice a process or procedure until they are certain of it. To test their knowledge, students may be required to decide the proper procedure, method or sequence for performance. This is decision making or cognitive activity at its highest.

Cognition, then, is that process by which information is stored and used. That voice that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Students may become the best workers in their job; but, if they fail to think a process through and apply their experience, they may become just one more statistic. It is cognition that tells them to lock and tag out the power supply to an electrical apparatus before starting to repair it. However, cognition does not apply only to safety. Good cognition or thinking can help employees do a job better and quicker. V-TECS guides provide for the cognitive aspects of learning.

Affective

Curriculum writers, supervisors, and instructors often fail to assist students in acquiring a positive attitude toward themselves, their jobs, their school, or their fellow students. V-TECS guides seek to provide assistance to the instructor in achieving this. It is difficult for the instructor to identify bits and pieces of desirable behavior for every unit and often harder yet to teach them. In this area, students might be judged as to how well they clean their work area, or whether they show up to do the job on time, or whether they must be told several times to do something. Potential employers are interested in student attitude because persons angry at themselves or uncertain of themselves are often poor workers.

A student's ability to succeed on the first job and every job thereafter depends largely on attitude. If, for example, students have the attitude of "let someone else do it," they could be in trouble. Students using V-TECS guides will have activities dealing with how to get along with other students, supervisors, or staff members in both large and small groups.

USE OF V-TECS GUIDE

The guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards and achievement testing in selected occupations.

A V-TECS guide is designed to be used with any teaching methods you may choose. If a lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, a V-TECS guide can save preparation time and offer innovative methods and procedures. For example, students may work either alone or in teams while in class and learn skills in direct relation to what is actually done on the job. This work also takes into consideration student attitudes, thinking skills, and mathematical reading skills.

The use of small groups in teaching can be helpful in two ways: (1) many students may feel inadequate due to their lack of background information in mechanical things; and (2) some students may feel that they are physically incompetent or lack the necessary background experiences. A successful program (course) can provide students with a sense of security by reinforcing positive attitudes while improving skill and knowledge of the subject. By allowing students to interact on a personal level, this task/learner-centered approach can achieve this. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Too, the student in this setting can learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students or any number so desired.

You will find suggestions for specific classroom activities. The activities are not meant to restrict you or your students, but only to suggest a variety of learning activities for each task statement. Please do not feel that you must take your students through all the activities.

SAFETY

DUTY: Safety (Managing the Salon)

TASK: Give first aid for minor cuts

PERFORMANCE OBJECTIVE V-TECS 26

STANDARD: First aid for minor cuts must be performed as quickly as possible using antiseptic and protective strip.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Cotton balls
Cotton swabs
Hydrogen peroxide
Local antiseptic for cuts
Protective strip

PERFORMANCE GUIDE

1. Seat client comfortably.
2. Using cotton ball and hydrogen peroxide, cleanse cut thoroughly.
3. Using cotton swab, apply local antiseptic to affected area.
4. Cover cut with protective strip.

LEARNING ACTIVITIES

1. Emphasize the importance of having clean hands before applying first aid for a cut.
2. Explain the importance of cleansing the wound before applying an antiseptic.
3. Caution students to use only a sterile bandage.
4. Demonstrate how to apply first aid to a cut.
5. Have students practice giving first aid to a cut.

RESOURCES

American Red Cross. **Standard First Aid and Personal Safety**, p. 31.

EVALUATION

Written Questions

1. Explain why the area in and around a wound should be washed before putting a bandage on it.
2. List the steps for giving first aid for a cut.

Answers

1. To remove bacteria and foreign matter.
2. Wash your hands
   Wash wound
   Rinse wound
   Blot wound dry
   Apply an antiseptic
   Apply a sterile bandage
   Caution victim to see a physician if there is evidence of infection

DUTY: Safety (Managing the Salon)

TASK: Give first aid for chemical reactions to scalp or skin

PERFORMANCE OBJECTIVE V-TECS 27

STANDARD: Possible discomfort to client caused by chemical burn or irritation to scalp or skin must be stopped through application of cold compresses to affected area.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Cotton cloth
Ice or cold water

PERFORMANCE GUIDE

1. Insure that client is comfortably seated.
2. Soothe affected area of scalp or skin:
   a. Wrap ice cubes in cotton cloth with cold water and place on affected area, or
   b. Saturate cotton cloth with cold water and place on affected area.
3. Refer client to physician if further medical attention is deemed necessary.
   (Note: Patch tests are performed prior to all chemical treatments to prevent skin irritation.)

LEARNING ACTIVITIES

1. Explain the importance of thoroughly washing the chemical away with water.
2. Show how to remove clothing from affected area.
3. Demonstrate how to properly rinse the chemical and apply a bandage.
4. Emphasize the importance of reading the manufacturer's directions for specific chemicals to properly treat a burn.
5. Stress the importance of getting the victim to a physician.

RESOURCES

American Red Cross. **Standard First Aid and Personal Safety**, p. 150.

EVALUATION

Written Question

Why is it necessary to read the manufacturer's directions before treating a chemical burn?

Answer

To be sure you treat the burn properly.

DUTY: Safety (Managing the Salon)

TASK: Give first aid for chemical in eye

PERFORMANCE OBJECTIVE V-TECS 28

STANDARD: Eye which has chemical in it must be flushed with cool-to-room temperature water for five minutes.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Cool-to-room temperature tap or distilled water
Gauze strips
Eye cup or palm of hand
Physician

PERFORMANCE GUIDE

1. Flush eye with cool-to-room temperature tap water (preferably distilled water) for at least five minutes.
   (Note: If eye cup is not available, use palm of hand.)
2. If client is to be led into direct sunlight, wrap gauze strip around client's head to cover both eyes.
3. Take client to physician immediately.

LEARNING ACTIVITIES

1. Explain the importance of flushing the eye for at least 5 minutes.
2. Stress the importance of applying a bandage on the eyes if the client is to be led into direct sunlight.
3. Emphasize the importance of getting the client to a physician immediately.
4. Demonstrate how to flush the eyes with water.
5. Have students practice flushing the eyes with water.

RESOURCES

American Red Cross. **Standard First Aid and Personal Safety**, pp. 45-46.

EVALUATION

Written Question

Why should the eyes be cleansed with water immediately after a chemical has gotten into them?

Answer

To rinse away as much of the chemical as possible.

SANITATION

DUTY: Sanitation (Managing the Salon)

TASK: Supervise cleaning and sanitation procedures

PERFORMANCE OBJECTIVE V-TECS 1

STANDARD: Sanitation procedures must be monitored on a continual basis to insure they are performed as outlined and scheduled with corrective action taken as needed to maintain required standards.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Employee orientation concerning required cleaning and sanitation procedures

Knowledge of health and municipal department regulations

Identification of cleaning and sanitation procedures required to maintain salon in acceptable condition

PERFORMANCE GUIDE

1. Familiarize employee with cleaning and sanitation procedures and responsibilities at time of employment:
   a. Review individual station requirements:
      (1) Sweep station area after client appointments as needed.
      (2) Use clean towels and capes and dispose of in designated area after use.
      (3) Use only clean, sanitized implements in caring for client needs.
      (4) Maintain wet/dry sanitizers for sterilizing combs, brushes, and implements.
      (5) Insure that used combs, brushes, rollers, and implements are cleaned and sanitized.
      (6) Clean and disinfect chair and shampoo area as required.
      (7) Clean and organize work station as required.
      (8) Clean mirror.
      (9) Empty wastebaskets.
   b. Review general salon assignments which may include:
      (1) Cleaning and sanitizing restrooms, stockroom, lounge, reception and kitchen areas.
      (2) Laundering towels and capes.
      (3) Disposing of trash.
2. Provide cleaning and sanitizing products to meet established cleaning and sanitizing routines.
3. Observe procedures followed by employees/hairdressers in fulfilling No. 1 above.
4. Review cleaning and sanitizing procedures with employees/hairdressers periodically as may be required.

PERFORMANCE OBJECTIVE V-TECS 1 continued

LEARNING ACTIVITIES

1. Distribute and discuss rules and regulations from all state boards* of cosmetologists and health departments.
2. Explain the importance of having a clean and sanitized work area.
3. Identify and explain the procedure for using cleaning solutions.
4. Discuss and demonstrate how to properly clean a work station and all other areas of a salon.
5. Show and explain how to launder towels and capes.

*South Carolina Cosmetologists must have knowledge of S.C. State Board of Cosmetologists Rules and Regulations.

RESOURCES

Filmstrip: "Disinfection and Sterilization", McGraw-Hill.
South Carolina State Board of Cosmetology. **Sanitary Rules and Regulations**
Barrett. **The Van Dean Manual**, Chapter 6.
Kibbe. **Standard Textbook of Cosmetology**, Chapter 6.
Ahern. **West's Textbook of Cosmetology**, pp. 27-32.

EVALUATION

Written Questions

1. What percent of Formalin is used to sanitize combs and brushes?
2. What is used to sanitize sharp metal implements and electrodes?
3. What is a safe antiseptic to use on the skin?

Answers

1. 10 to 25%
2. 70% alcohol
3. 3% peroxide

Practical Application

Use Checklist Performance Objective 1 to evaluate a classmate's performance on cleaning a complete salon.

Method of Evaluating Practical Application

Use Checklist Performance Objective 1 to determine if each student's performance was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 1 EVALUATION

PERFORMANCE TEST FOR SUPERVISING CLEANING AND SANITATION PROCEDURES

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Use checklist to evaluate a classmate's performance on cleaning a complete salon.

DIRECTIONS TO EVALUATOR: Observe the student. Check behind student and classmate to see if all areas were cleaned in a reasonable length of time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has swept and mopped floors		
2. The student has cleaned chairs		
3. The student has cleaned counters		
4. The student has cleaned mirrors		
5. The student has mixed solutions for combs, rollers, and brushes		
6. The student has cleaned and sanitized combs, brushes, and rollers		
7. The student has emptied trash cans		
8. The student has cleaned shampoo bowls		
9. The student has cleaned and sanitized bathrooms		
10. The student has cleaned and sanitized sinks		
11. The student has cleaned and sanitized toilet		
12. The student has dusted tables		
13. The student has taken out all bottles		
14. The student has straightened magazines		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Sanitation (Managing the Salon)

TASK: Supervise personal hygiene/dress code

PERFORMANCE OBJECTIVE V-TECS 2

STANDARD: Personal hygiene/dress code meeting salon policy must be adhered to by employees and enforced by supervisor or manager.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Salon personnel including hairdressers, shampoo assistants, and receptionists
Salon policy regarding personal hygiene and dress code

PERFORMANCE GUIDE

1. Establish personal hygiene/dress code policy consistent with salon philosophy, addressing such things as body cleanliness, offensive breath, dirty hair, hands, or nails, approved dress, and procedure to follow if violations occur.
2. Provide orientation concerning personal hygiene/dress code policy when employees are hired.
3. Give employees a copy of salon policies regarding personal hygiene and dress code.
4. Post a copy of policy.
5. Observe employees adherence to established policy.
6. Review personal hygiene/dress code policy with personnel at any time situation warrants (e.g., non-adherence to established policy) and follow procedures for correcting.

LEARNING ACTIVITIES

1. Explain the importance of practicing personal hygiene.
2. Demonstrate how to keep hair, nails and hands clean.
3. Explain the importance of proper oral hygiene and show how to brush teeth and use an antiseptic.
4. Establish how to take one's measurement to buy a properly fitted uniform.
5. Demonstrate how to properly clean uniforms, shoes and explain the importance of clean clothes and shoes.

RESOURCES

Barrett. **The Van Dean Manual**, Chapter 1.
Kibbe. **Standard Textbook of Cosmetology**, Chapter 1.

EVALUATION

Written Questions
1. What is used in addition to soap and water to avoid body odor?

PERFORMANCE OBJECTIVE V-TECS 2 continued

2. Brushing or gargling with an _____ will keep the breath sweet-smelling.
3. What is the science that deals with the prevention of disease in the individual?
4. In studying the importance of personal hygiene, what is one of the primary causes of disease?

Answers

1. deodorant
2. antiseptic
3. personal hygiene
4. lack of cleanliness

Practical Application

Use Checklist Performance Objective 2 to determine if each student's performance was completed with at least a 90% accuracy.

Method of Evaluating Practical Application

Use Checklist Performance Objective 2 to determine if each student's performance was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 2 EVALUATION

PERFORMANCE TEST FOR SUPERVISING PERSONAL HYGIENE

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Use checklist to evaluate each classmate's personal hygiene.

DIRECTIONS TO EVALUATOR: Observe the student. Check behind students and evaluate each item to be sure they checked their classmate's performance on personal hygiene with at least a 90% accuracy.

ITEMS TO BE EVALUATED	YES	NO
1. The student has on a clean uniform		
2. The student has on clean shoes		
3. The student's uniform is properly fitted		
4. The student has clean hands		
5. The student has clean nails		
6. The student has clean hair		
7. The student is free from bad breath		
8. The student is free from body odor		

Approved Yes____ No____

Evaluator's Signature _____ Date _____

DUTY: Sanitation (Cleaning and Sterilizing Implements, Equipment, and Facilities)

TASK: Sterilize combs, brushes and implements

PERFORMANCE OBJECTIVE V-TECS 104

STANDARD: Combs, brushes and implements must be sterilized according to state or municipal health requirements.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE TASK:

Liquid germicide or dry sterilizing agent
Borax glass utensil for liquid germicide or dry sanitizer if using that method
Combs, brushes, and implements to be sterilized
Towels, measuring tablespoon, tray or blotter
Cabinet sterilizer

PERFORMANCE GUIDE

Liquid Germicide Method

1. Rinse germicide container with hot water.
2. Add specified amount of germicide to container and fill with hot water.
3. Place used combs, brushes and implements in container overnight.
4. Remove combs, brushes, and implements from germicide and towel dry before using.

Dry Sanitizer Method

1. Remove tray or blotter from cabinet sanitizer.
2. Place one tablespoon of borax on tray or blotter.
3. Place one tablespoon of dry sterilizer on tray or blotter and place inside cabinet sanitizer.
4. Place implements inside sanitizer and close cabinet door tightly.
5. Replace chemicals regularly to prevent loss of strength, depending on how often the cabinet door is opened.

LEARNING ACTIVITIES

1. Explain the importance of having sanitary implements.
2. Set up materials and demonstrate how to mix liquid germicides.
3. Explain and demonstrate how to clean implements before immersion in germicides.
4. Demonstrate how to place chemicals in a dry sanitizer and how to properly maintain it.
5. Select proper chemicals for both a wet and a dry sanitizer and explain the difference between them.
6. Discuss the safety precautions for buying and storing chemicals.
7. Review table of household measures.

PERFORMANCE OBJECTIVE V-TECS 104 continued

RESOURCES

Filmstrip: "Disinfection and Sterilization", McGraw-Hill.
South Carolina State Board of Cosmetology. **Sanitary Rules and Regulations.**
Barret. **The Van Dean Manual**, Chapter 6.
Kibbe. **Standard Textbook of Cosmetology**, Chapter 6.

EVALUATION

Written Questions

1. How are combs, brushes, and other implements cleaned before immersion in a germicide solution?
2. What strength quaternary ammonium compound (quats) is used to sanitize implements?
3. List six safety precautions for buying and storing chemicals.
4. Explain the difference between a wet and a dry sanitizer.
5. Why is it important to use sanitary implements on each client?
6. Explain how to mix chemicals for disinfecting implements.

Answers

1. Wash them with soap and water.
2. 1:1000
3. (1) purchase in small quantities, (2) weigh and measure carefully, (3) properly label, (4) don't smell chemicals, (5) avoid spilling, (6) keep a complete first aid kit on hand.
4. A wet sanitizer is a large receptacle that holds a disinfectant solution in which you immerse objects. A dry sanitizer is an airtight cabinet containing an active fumigant in which sanitized implements are kept until ready for use.
5. To avoid the spread of germs or disease.
6. Use manufacturer's directions for implements to be sanitized and check the student's accuracy by the directions.

DUTY: Sanitation (Cleaning and Sterilizing Implements, Equipment, and Facilities)

TASK: Wash curlers, clips, perm rods, and perm trays

PERFORMANCE OBJECTIVE V-TECS 106

STANDARD: Curlers, clips, perm rods, perm trays, and miscellaneous items must be washed and rinsed and free of any solution or spray from previous use.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Detergent or shampoo
Shampoo bowl
Used curlers
Perm rods
Perm trays
Miscellaneous items
Towel

PERFORMANCE GUIDE

1. Prepare soapy solution.
2. Immerse curlers, clips, perm rods, perm trays, and miscellaneous items in soapy solution.
3. Rinse.
4. Drain and place items on towel to air dry.
5. When items are dry, return to designated storage place.
6. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the importance of having clean and sanitary curlers, perm rods and perm tray.
2. Prepare all products to be used in the cleaning of rollers, perm rods and perm tray.
3. Clean rollers, perm rods and trays by immersion in a soapy solution.
4. Demonstrate how to rinse implements and place them on a towel to air dry.
5. Demonstrate how to put clean implements in their proper place.
6. Show how to clean and reorganize work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, Chapter 6.
Barrett. **The Van Dean Manual**, Chapter 6.

PERFORMANCE OBJECTIVE V-TECS 106 continued

EVALUATION

Written Questions

1. How are rollers, perm rods and perm trays cleaned before immersion in a germicide solution?
2. Why are rollers, perm rods and perm trays cleaned after each client?
3. How often should the perm rods, rollers and perm trays be cleaned?

Answers

1. Soap and hot water.
2. To rid them of hair spray, chemicals, rinses, setting lotion and to avoid the spread of disease.
3. After each use.

Practical Application

Clean and dry perm rods, perm trays and curlers. Refer to Checklist Performance Objective 106.

Method of Evaluating Practical Application

Use Checklist Performance Objective 106 to determine if student's performance was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 106 EVALUATION

PERFORMANCE TEST FOR CLEANING PERM RODS, PERM TRAYS AND ROLLERS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Clean and dry perm rods, perm trays and rollers.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items being evaluated. Be sure the student completes the task within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has gathered all implements		
2. The student has mixed solutions for cleaning		
3. The student has cleaned hair from rollers		
4. The student has cleaned end papers from perm rods and trays		
5. The student has cleaned hair from perm rods and trays		
6. The student has washed rollers, perm rods and perm trays with soap and hot water		
7. The student has thoroughly rinsed rollers and perm rods		
8. The student has placed perm rods, and rollers on a clean towel to dry		
9. The student has rinsed and dried perm trays		
10. The student has allowed perm rods and rollers to completely dry		
11. The student has put rollers, perm rods, and perm trays back in their proper place		
12. The student has reorganized cleaning area		

Approved: Yes___ No___

Evaluator's Signature _____ Name _____

DUTY: Sanitation (Cleaning and Sterilizing Implements, Equipment, and Facilities)

TASK: Sanitize electrical equipment

PERFORMANCE OBJECTIVE V-TECS 105

STANDARD: The surface of electrical equipment must be sanitized by wiping with alcohol-saturated cotton.
(Note: Unplug equipment before cleaning.)

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Cotton
Assorted equipment to be sterilized including electric clippers
Alcohol
Electrolysis needles
Facial equipment

PERFORMANCE GUIDE

1. Saturate cottonball with alcohol.
2. Wipe equipment insuring all areas are sanitized.
   (Note: Unplug electrical equipment before sanitizing.)
3. Discard used cotton.

LEARNING ACTIVITIES

1. Explain the importance of having sanitary electrical equipment.
2. Follow manufacturer's directions and demonstrate how to clean and sanitize electrical equipment.
3. Demonstrate the use of the ultraviolet light for sanitizing equipment.
4. Use cotton and alcohol to demonstrate how to sanitize with 70% alcohol.
5. Discuss why we should discard all used supplies after cleaning and sanitizing electrical equipment.
6. Explain why the cosmetologist or student must unplug electrical equipment before cleaning and sanitizing it.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 28 and 31.
Barrett. **The Van Dean Manual**, p. 30.

EVALUATION

Written Questions

1. What is used to sanitize electrical clippers?
2. Why is electrical equipment sanitized?
3. How often should the electrical equipment be sanitized?

PERFORMANCE OBJECTIVE V-TECS 105 continued

4. Why is it important to unplug electrical equipment before sanitizing it?

Answers

1. 70% alcohol
2. To avoid the spread of disease.
3. After each use.
4. To avoid electrical shock or possible electrocution.

Practical Application

Clean and sanitize electrical equipment. Refer to Checklist Performance Objective 105.

Method of Evaluating Practical Application

Use Checklist Performance Objective 105 to verify that the activity was completed with a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 105 EVALUATION

PERFORMANCE TEST FOR CLEANING AND SANITIZING ELECTRICAL EQUIPMENT

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Clean and sanitize electrical equipment.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to areas to be observed. Be sure the student completes the task in a reasonable length of time as would be required in a beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has unplugged the electrical equipment		
2. The student has cleaned hair and other debris from equipment		
3. The student has used cotton and 70% alcohol to sanitize electrical equipment		
4. The student has discarded used supplies		
5. The student has returned equipment to its proper place		
6. The student has reorganized cleaning area		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Sanitation (Cleaning and Sterilizing Implements, Equipment, and Facilities)

TASK: Launder towels, smocks, and capes

PERFORMANCE OBJECTIVE V-TECS 107

STANDARD: Towels, smocks, and capes must be cleaned, by washing, and sanitizing, and drying and placing in designated storage.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Washer/dryer
Detergent
Fabric softener
Bleach
Towels
Smocks
Capes to be washed

PERFORMANCE GUIDE

1. Collect items to be laundered.
2. Adjust washer, fill with water, and add detergent and bleach.
3. Add soiled items to washer.
4. Remove items at end of cycle and dry.
   (Note: Plastic items should be air dried.)
5. Remove items from dryer, fold, and place in designated storage area.

LEARNING ACTIVITIES

1. Discuss why we must clean and sanitize towels, smocks and capes.
2. Show how to gather all soiled towels, smocks, and capes.
3. Measure and distribute detergent bleach and fabric softener for the washer.
4. Demonstrate how to place the correct amount of soiled laundry in the washer.
5. Show how to adjust and turn the washer on.
6. Demonstrate how to remove items at the end of the cycle and place them in the dryer.
7. Show how towels are to be folded and placed in a closed cabinet.

RESOURCES

Manufacturer's directions on detergent box

EVALUATION

Written Questions

1. Should plastic items be air dried or dried in the dryer?
2. Why is a clean towel used for each patron?

PERFORMANCE OBJECTIVE V-TECS 107 continued

3. Where should clean towels be kept until ready for use?

Answers

1. Air dried
2. To avoid the spread of germs and disease.
3. In a closed cabinet

Practical Application

Wash and dry a load of towels, capes, and smocks. Refer to Checklist Performance Objective 107.

Method of Evaluating Practical Application

Use Checklist Performance Objective 107 to determine if all tasks were completed with a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 107 EVALUATION

PERFORMANCE TEST FOR SUPERVISING CLEANING AND SANITATION PROCEDURES

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Wash, dry and fold a load of towels, capes, and smocks.

DIRECTIONS TO EVALUATOR: Observe the student. Check behind student to make sure items on checklist were completed with at least a 90% accuracy.

ITEMS TO BE EVALUATED	YES	NO
1. The student has collected all soiled towels, capes, and smocks		
2. The student has adjusted the washer		
3. The student has filled the washer with water		
4. The student has added detergent , bleach, and fabric softener to the washer		
5. The student has placed the correct amount of laundry in the washer		
6. The student has turned the washer on properly		
7. The student has removed the laundry at the end of the cycle		
8. The student has placed all cloth material in the dryer		
9. The student has placed all plastic material in a designated area to air dry		
10. The student has turned the dryer on		
11. The student has removed the laundry at the end of the cycle		
12. The student has folded the towels		
13. The student has placed clean towels in a closed cabinet		
14. The student has cleaned the filter in the dryer		
15. The student has reorganized work area		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Sanitation (Cleaning and Sterilizing Implements, Equipment, and Facilities)

TASK: Clean kitchen, lounge, stockroom, and reception areas

PERFORMANCE OBJECTIVE V-TECS 108

STANDARD: The kitchen, lounge, stockroom, and reception areas should be cleaned daily to meet salon standards using approved methods and supplies.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Broom
Dustpans
Towels/sponges
Cleaning agents
Vacuum cleaner
Trashbags
Dish detergent

PERFORMANCE GUIDE

1. Check refrigerator for perishables that are in need of disposal.
2. Wash dishes and put away.
3. Clean sinks and counter tops.
4. Dust all areas.
5. Vacuum kitchen area.
6. Clean and reorganize stock/inventory daily to keep track of quantity.
7. Sweep/vacuum reception area.
8. Straighten magazines.
9. Empty ashtrays and clean tables and chairs.
10. Empty trashcans.
11. Reorganize retail items, forms, ads, etc. at the receptionist desk.
12. Organize and clean inside and outside of individual stations.
13. Clean mirrors, chair, and floor around each station.
14. Scrub and sanitize shampoo bowls.

LEARNING ACTIVITIES

1. Explain the importance of having a clean and sanitary salon.
2. Identify and explain the procedure in using cleaning solutions.
3. Discuss and demonstrate how to properly clean all areas of the salon.
4. Explain the importance of keeping a daily inventory check.
5. Assign students to clean and sanitize designated areas.

RESOURCES

South Carolina State Board of Cosmetology, **Sanitary Rules and Regulations.**

PERFORMANCE OBJECTIVE V-TECS 108 continued

EVALUATION

Written Questions

1. How often should the kitchen, lounge, stockroom and reception area be cleaned?
2. What should be done with spoiled food in the refrigerator?
3. Why is an inventory of the stock taken daily?

Answers

1. Daily
2. Dispose of them.
3. To keep an accurate track of the quantity.

Practical Application

Clean all areas of the salon. Refer to Checklist Performance Objective 108.

Method of Evaluating Practical Application

Use Checklist Performance Objective 108 to evaluate student's performance with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 108 EVALUATION

PERFORMANCE TEST FOR CLEANING KITCHEN, LOUNGE, STOCKROOM, RECEPTION AREAS, STATIONS AND SHAMPOO AREA.

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Clean all areas of the salon.

DIRECTIONS TO EVALUATOR: Observe the student. Be sure to pay close attention to areas to be cleaned. Check behind student and make suree all areas are cleaned within a reasonable length of time. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has swept and mopped all areas		
2. The student has checked the refrigerator and disposed of spoiled food		
3. The student has washed the dishes and put them away		
4. The student has cleaned the counter tops		
5. The student has dusted all areas		
6. The student has emptied the trash cans		
7. The student has removed the bottles		
8. The student has emptied the ashtrays		
9. The student has inventoried the stock		
10. The student has straightened the stock		
11. The student has straightened and inventoried the retail stock		
12. The student has vacuumed		
13. The student has straightened the books		
14. The student has cleaned the mirrors		
15. The student has cleaned the drawers		
16. The student has cleaned the chairs		
17. The student has cleaned shampoo bowls		
18. The student has cleaned the sinks in the stockroom		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

SHAMPOOING, CONDITIONING, CUTTING AND STYLING HAIR

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Shampoo Hair

PERFORMANCE OBJECTIVE V-TECS 53

STANDARD: Client should be draped to protect clothing and body from water. The scalp and hair should be thoroughly cleaned, leaving no shampoo or rinse residue.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and chair
Towels
Neckstrip
Shampoo
Finishing rinse
Sanitized comb
Scalp massager

PERFORMANCE GUIDE

1. Organize supplies and equipment.
2. Seat client. (Note: Insure that client is comfortable.)
3. Drape client.
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit comfortably.
4. Adjust chair in shampooing position.
5. Stimulate scalp with massager as requested.
6. Adjust water to comfortable (tepid) temperature. (Note: Test water temperature at pulse point of wrist.)
7. Dampen hair shielding client's face and clothing using free hand.
8. Select shampoo according to client's scalp and hair condition.
9. Pour moderate amount of shampoo into hand and apply to client's hair.
10. Lather hair beginning at facial hairline, working in circular motion covering entire scalp and ending at nape area.*
11. Rinse shampoo from hair, using tepid water.
12. Use second application of shampoo if necessary, repeating Steps 9 through 11.
13. Apply finishing rinse, following manufacturer's directions for application and removal.
14. Rinse hair thoroughly, using tepid water.
15. Return client to sitting position and towel dry hair.
16. Comb tangles from hair.
17. Direct client to styling station.

*The South Carolina Curriculum Writing Team recommends teaching scalp massaging before teaching the shampooing procedure.

PERFORMANCE OBJECTIVE V-TECS 53 continued

LEARNING ACTIVITIES

1. Explain the importance of having a clean scalp and hair.
2. Discuss and show how to properly drape a client.
3. Establish what type hair and scalp the client has and select the proper shampoo.
4. Demonstrate how to apply the shampoo and give the manipulations.
5. Show and explain how to thoroughly rinse the hair.
6. Explain how to towel dry the hair before styling and how to comb the tangles out.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, p. 43-52.
Barrett. **The Van Dean Manual**, pp. 41-48.
Ahern. **West's Textbook of Cosmetology**, pp. 87-90 and 94.

EVALUATION

Written Questions

1. Why is the hair shampooed?
2. Why is a patron draped before a shampoo?
3. How is the water temperature tested for a shampoo?
4. What temperature should the water be for a comfortable shampoo?
5. What is checked in a hair and scalp analysis prior to a shampoo?
6. How are manipulations given during a shampoo?
7. What area of the head is combed first to remove the tangles after a shampoo?

Answers

1. To cleanse the hair and scalp.
2. To protect the clothing.
3. Let the water run on your wrist until comfortable.
4. Tepid
5. Texture, elasticity, porosity, condition and scalp abrasions.
6. With the cushions of the fingertips.
7. At the nape.

Practical Application

Give a shampoo, follow all safety precautions, hair analysis and check condition of the hair. Refer to Checklist Performance Objective 53.

Method of Evaluating Practical Application

Use Checklist Performance Objective 53 to verify that the activity was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 53 EVALUATION

PERFORMANCE TEST FOR SHAMPOOING THE HAIR

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Shampoo the hair, remembering all safety precautions, hair and scalp analysis, and choosing the correct shampoo.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the shampoo within a reasonable time as would be required in the beauty salon. A score of 90% is required for accuracy.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the patron		
2. The student has had the client to remove jewelry and or glasses		
3. The student has draped the patron		
4. The student has analyzed the hair and scalp		
5. The student has selected the proper shampoo and conditioner		
6. The student has adjusted the shampoo chair		
7. The student has adjusted the water temperature		
8. The student has wet the patron's hair		
9. The student has applied the shampoo		
10. The student has given the manipulations		
11. The student has adjusted the water temperature		
12. The student has rinsed the hair thoroughly		
13. The student has repeated steps 9-12		
14. The student has applied conditioner		
15. The student has rinsed the hair thoroughly		
16. The student has towel dried the hair and combed the tangles out		
17. The student has styled the hair		
18. The student has cleaned up		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Condition Hair (penetrating rinse)

PERFORMANCE OBJECTIVE V-TECS 54

STANDARD: Conditioner must be selected that meets client's hair-care needs and must be applied according to manufacturer's directions.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Shampoo cape, bowl, and chair
Neckstrip
Towel
Sanitized comb
Plastic bag
Conditioner
Hooded dryer (optional)

PERFORMANCE GUIDE

1. Organize supplies and equipment.
2. Insure that client is comfortably seated.
3. Drape client
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit comfortably.
4. Analyze hair and scalp to determine type of conditioning treatment needed.
5. Shampoo hair as directed by manufacturer's instructions.
6. Apply and remove conditioner following manufacturer's instructions.
7. Finish and style hair according to client's wishes.

LEARNING ACTIVITIES

1. Explain the importance of keeping the hair in good condition and why conditioners are needed.
2. Show how to analyze the hair to determine the type conditioner needed.
3. Identify all types of conditioners used in the salon and what goal is to be achieved from each.
4. Demonstrate how to apply various types of conditioners and how to remove them.
5. Stress the importance of selecting the proper conditioner for each client and the importance of following the manufacturer's directions.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 52 and 53.
Barrett. **The Van Dean Manual**, pp. 48 and 49.
Ahern. **West's Textbook of Cosmetology**, p. 93.

PERFORMANCE OBJECTIVE V-TECS 54 continued

EVALUATION

Written Questions

1. Why is the hair and scalp analyzed before applying a conditioner?
2. What type conditioner would be used for a patron with a dry scalp?
3. What type conditioner would be used on a patron with an oily scalp?
4. Why is it important to read the manufacturer's directions prior to applying a conditioner?
5. What should the PH of a conditioner be if it is to be used on a client with normal hair?

Answers

1. So we can select the proper conditioner.
2. One with a lanolin base. (cholestrol)
3. One with an alcohol base. (sea breeze)
4. So we can get the best results from the conditioner and know what type hair the conditioner is to be used on.
5. 4.5 to 5.5, this is the normal PH of hair and skin.

Practical Application

Select the proper conditioner for the client and apply it according to the manufacturer's directions. Refer to Checklist Performance Objective 54.

Method of Evaluating Practical Application

Use Checklist Performance Objective 54 to verify that the activity was completed with a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 54 EVALUATION

PERFORMANCE TEST FOR CONDITIONING THE HAIR

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Select the proper conditioner for the client and apply it according to the manufacturer's directions.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure student completes the task within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the patron		
2. The student has draped the patron		
3. The student has analyzed the hair and scalp		
4. The student has selected the proper shampoo and conditioner		
5. The student has read the manufacturer's directions		
6. The student has shampooed the client's hair		
7. The student has applied the conditioner according to the manufacturer's directions.		
8. The student has removed the conditioner		
9. The student has towel blotted the hair and combed the tangles out		
10. The student has styled the hair		
11. The student has cleaned up the work area		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Design (cut) Hair

PERFORMANCE OBJECTIVE V-TECS 55

STANDARD: Hair should be designed in accordance with client's request, observing professional hair design techniques so that no hair falls outside guideline.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Combs
- Clips
- Cape
- Towels
- Brushes
- Scissors/razor/clippers
- Shampoo
- Dryer
- Finishing rinse
- Styling chair
- Curling iron

PERFORMANCE GUIDE

1. Seat client in comfortable position at convenient height for hair designer.
2. Discuss hair style with client and choose one that is suitable for client's facial features and lifestyle.
3. Shampoo hair and apply finishing rinse.
4. Section hair for desired hairstyle securing each section of hair with clips.
5. Begin at nape or bang area and establish guideline around the contour of the head.
6. Continue bringing subsections down in 1 inch partings and cut to match the guideline until the crown of the head has been reached.
7. Begin layering by taking vertical parting over the head using the bang or nape area for the guideline.
8. Continue vertical partings and cutting until entire head has been covered.
9. Check haircut by holding vertical partings horizontally and vice versa.
10. Finish to desired style using necessary methods.

LEARNING ACTIVITIES

1. Explain the importance of a correct hair shaping.
2. Review head and facial shapes and what styles would best suit each.
3. Distribute and go over all basic principles for hair shaping.
4. Explain how to relate to a client to learn what design is expected.
5. Show how to section for the design you are doing.
6. Demonstrate how to cut and check the hair shaping.

PERFORMANCE OBJECTIVE V-TECS 55 continued

RESOURCES

Barrett. **The Van Dean Manual**, Chapter 9.
Kibbe. **Standard Textbook of Cosmetology**, Chapter 10.
Ahern. **West's Textbook of Cosmetology**, Chapter 10.
Franco, et. al. **The World of Cosmetology: A Professional Text.** Chapter 7.
Megna. **Contemporary Text of Scissor Haircutting.**

EVALUATION

Written Questions

1. Why should the patron have a correct hair shaping?
2. What principle is used so that there is short hair at the crown and long hair at the nape and the hair is still cut to blend?
3. Where should the operator start in shaping for a basic hair style?
4. Why does the operator check a hair shaping before styling?

Answers

1. It is the basis for the hairstyle.
2. Distance equals length.
3. At the nape.
4. So we can make sure it blends and there is no hair outside the guideline.

Practical Application

Cut hair according to client's specifications and desires. Refer to Checklist Performance Objective 55.

Method of Evaluating Practical Application

Use Checklist Performance Objective 55 to determine if the assignment was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 55 EVALUATION

PERFORMANCE TEST FOR HAIR SHAPING

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Cut hair according to client's specifications and desires.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to the items to be evaluated. Be sure the student completes the hair shaping within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the client		
2. The student has properly draped the client		
3. The student has determined the head and facial shape		
4. The student has done a hair and scalp analysis		
5. The student has determined what style the client wants		
6. The student has made recommendations to client		
7. The student has shampooed and conditioned the hair		
8. The student has towel dried and combed tangles out of hair		
9. The student has sectioned the hair for the specific shaping		
10. The student has established a guideline at the nape		
11. The student has used vertical partings for the hair shaping		
12. The student has checked the hair shaping with horizontal partings or vice versa		
13. The student has checked the guideline for long ends		
14. The student has let the instructor check the shaping		
15. The student has completed the style		
16. The student has cleaned up work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Style Hair Using Blowdryer and Brush

PERFORMANCE OBJECTIVE V-TECS 56

STANDARD: Hair must be styled in a complimentary style of the client's choosing.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Styling chair
Comb-out cape
Sanitized comb
Variety of brushes (vent brush, round brush, boar bristle brush)
Thermal styling lotion
Blow dryer
Mirror

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hair designer.
2. Assist client in selecting complimentary hairstyle.
3. Drape client
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit.
4. Shampoo hair.
5. Reseat client at styling station.
6. Remove excess moisture from hair with towel.
7. Apply and comb thermal styling lotion through hair.
8. Render the hair approximately 50% dry using hands and blowdryer.
9. Style hair with styling brush, beginning at back of client's head, brushing and blowdrying the hair in the opposite direction from which it lies.
   (Note: This step produces volume.)
10. When hair is almost dry, begin brushing the hair, a section at a time, into the desired direction.
11. Repeat Steps 9 and 10, moving to the sides of the head and finally to the front.
12. Polish style by wrapping the hair, a section at a time, around a curling or round brush and placing direct heat on the wrapped section for just a few seconds.
13. Let hair cool, remove the brush, and move on to the next section.
14. Continue with this procedure until the entire head has been covered.
15. Rebrush and place hair until the desired style has been achieved.
    (Note: Steps 6-15 may be explained to client for hair maintenance between salon visits.)
16. Provide mirror for client to view finished hairstyle.

PERFORMANCE OBJECTIVE V-TECS 56 continued

17. Give ticket for service to client or take client to front and inform receptionist of charge.
18. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the advantages and disadvantages of a blow style.
2. Discuss the different types of thermal styling lotion.
3. Show and explain the implements used in blow waving, their functions and how to use them.
4. Explain the importance of blowing the hair from the scalp to the ends.
5. Demonstrate how to style the hair with a blower and a brush.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 259-265.
Barrett. **The Van Dean Manual**, Chapter 13.
Franco, et. al. **The World of Cosmetology** , pp. 226 and 227.
Ahern. **West's Textbook of Cosmetology**, Chapter 13.

EVALUATION

Written Questions

1. When using a blow dryer, why does the operator blow the hair from the scalp to the ends?
2. When using a blow dryer, why does the operator not blow hot air directly on the scalp?
3. What type hair is best suited for blow waving?
4. What type implements should be used in order to concentrate the heat during blow waving?

Answers

1. To avoid damaging the cuticle of the hair.
2. To avoid burning the patron.
3. Naturally curly.
4. Metal.

Practical Application

Style a client's hair using a blower and a brush. Refer to Checklist Performance Objective 56.

Method of Evaluating Practical Application

Use Checklist Performance Objective 56 to determine if the task was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 56 EVALUATION

PERFORMANCE TEST FOR STYLING THE HAIR USING THE BLOWER AND THE BRUSH

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Style a client's hair using the blower and brush.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the blow style within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the patron		
2. The student has draped the patron		
3. The student has analyzed the hair and scalp		
4. The student has shampooed and conditioned the hair		
5. The student has towel dried the hair and removed tangles		
6. The student has applied the proper thermal styling lotion		
7. The student has blown the hair into a style		
8. The student has combed the hair into place using backcombing where necessary		
9. The student has sprayed the hair		
10. The student has undraped the patron		
11. The student has cleaned up the work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: SHAMPOOING, CONDITIONING, CUTTING, AND STYLING HAIR

TASK: Set Hair Using Pin Curls

PERFORMANCE OBJECTIVE V-TECS 57

STANDARD: Hair must be styled according to client's wishes using pin curls which produce even wave and curl patterns.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Shampoo cape, bowl, and chair
- Shampoo
- Styling chair
- Freshly shampooed hair
- Comb-out cape
- Setting gel or lotion
- Clips, comb, brush
- Hair net
- Hooded dryer

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hair designer.
2. Assist client in selecting complimentary hairstyle.
3. Drape cleint
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit.
4. Shampoo hair.
5. Remove excess moisture with towel.
6. Remove shampoo cape and replace with comb-out cape, securing at nape area and insuring client's comfort.
7. Arrange sanitized implements.
8. Apply setting gel or lotion. (Note: Insure that client is not allergic to gel.)
9. Comb setting gel through client's hair, directing hair into the shape of the desired style.
10. Slice out triangular section of hair.
11. Slide section through comb to smooth hair.
12. Roll section into pin curls, beginning the desired style.
13. Repeat Steps 10 through 12, overlapping each new pin curl, and continue until desired style has been completed.
14. Place hair net over pin curls and seat client under hooded dryer at comfortable temperature until hair is dry.
15. Check hair to be sure it is dry and remove clips.
16. Comb and brush hair into desired style.
17. Give client opportunity to view style with hand mirror.
18. Give ticket for service to client or escort client to front and inform receptionist of charge.
19. Clean and reorganize work area.

PERFORMANCE OBJECTIVE V-TECS 57 continued

LEARNING ACTIVITIES

1. Explain the parts of the pin curl.
2. Explain the importance of molding the hair before making a pin curl.
3. Determine the texture of a patron's hair.
4. Choose proper gel for patron's hair and explain the importance of using the correct one.
5. Show how to mold the hair.
6. Demonstrate how to slice, ribbon, and curl the hair.
7. Demonstrate how to properly place the clip in the curl.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 88-102.
Barrett. **The Van Dean Manual**, pp. 84-99.
Ahern. **West's Textbook of Cosmetology**, pp. 164-174.
Franco, et. al. **The World of Cosmetology**, pp. 208-214.

EVALUATION

Written Questions

1. What are the three principle parts of a pin curl?
2. What type hair is best suited for pin curling?
3. The size of a pin curl will determine the wave's _____.
4. When a pin curl is formed in a shaping it should _____.
5. Carefully removing a section of hair from a pin curl shaping is known as _____.

Answers

1. Base, stem, and circle.
2. Naturally curly or permanently waved.
3. Width.
4. Overlap.
5. Slicing.

Practical Application

Use a manikin and set the hair with pin curls. Hair must be molded and each type base and pin curl used. Refer to Checklist Performance Objective 57.

Method of Evaluating Practical Application

Use Checklist Performance Objective 57 to determine if the task was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 57 EVALUATION

PERFORMANCE TEST FOR HAIR ARRANGING USING PIN CURLS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Use a manikin and set the hair with pin curls. Hair must be molded and each base and pin curl used.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the pin curls within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has shampooed the manikin		
2. The student has applied setting gel to the hair		
3. The student has molded the hair		
4. The student has sliced some hair from the shaping		
5. The student has ribboned the hair		
6. The student has curled the hair		
7. The student has used square, rectangular, triangular, and arc or half moon bases		
8. The student has used no stem, half stem and full stem pin curls throughout the hair		
9. The student has used forward and reverse curls		
10. The student has used stand up, flair, and flat pin curls		
11. The student has used open and closed center pin curls		
12. The student has cleaned up work area		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Set Hair Using Hot Rollers

PERFORMANCE OBJECTIVE V-TECS 58

STANDARD: Hair must be styled in a complimentary style selected by the client and the cosmetologist and must produce the desired curl and volume for the style selected.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Clean, dry hair
Electric curlers and heater
Electric curler clamps
Rat tail comb
Comb-out cape
Brush
Styling chair
Mirror
Hair spray

PERFORMANCE GUIDE

1. Seat client in comfortable position at convenient height for hairdresser.
2. Assist client in selecting complimentary hairstyle.
3. Heat rollers.
4. Drape client
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit.
5. Seat client at shampoo chair and shampoo hair.
6. Remove excess moisture from hair with towel.
7. Reseat client in styling chair and remove shampoo cape and replace with comb-out cape, securing at nape area and insuring client's comfort.
8. Arrange sanitized implements.
9. Determine how many sections and rollers are required to style hair.
10. Section hair.
11. Select roller sizes.
12. Subdivide sections into strands slightly larger than roller sizes.
13. Wind strand, at desired elevation, keeping ends smooth around selected roller until it reaches scalp.
14. Secure roller with matching clamp.
15. Continue with Steps 10-14 until all hair is rolled.
16. Allow rollers to cool.
17. Remove clips and rollers and brush and comb hair into desired style.
18. Provide mirror for client to view finished hairstyle.
19. Give ticket for service to client or take client to front and inform receptionist of charge.
20. Clean and reorganize work area.

PERFORMANCE OBJECTIVE V-TECS 58 continued

LEARNING ACTIVITIES

1. Stress the importance of having the hair cleaned and dried before using hot rollers.
2. Explain the procedures for obtaining the desired amount of volume for the style.
3. Discuss the relationship between electric rollers and wet set rollers.
4. Identify the different sizes of curlers and explain what type curl to expect from each.
5. Demonstrate how to roll the hair and how to properly secure the roller.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 102-109.
Barrett. **The Van Dean Manual**, pp. 99-106.
Ahern. **West's Textbook of Cosmetology**, pp. 176-181.

EVALUATION

Written Questions

1. What condition should the hair be in before rolling it with electric rollers?
2. What elevation should the operator hold the hair to obtain maximum volume when rolling with electric rollers?
3. Should more curl be expected from a set done with electric rollers or a wet set?

Answers

1. Clean and dry.
2. 45 degree angle.
3. A wet set.

Practical Application

Set the hair on a manikin with electric rollers. Refer to Checklist Performance Objective 58.

Method of Evaluating Practical Application

Use Checklist Performance Objective 58 to determine if the student has completed the task with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 58 EVALUATION

PERFORMANCE TEST FOR HAIR ARRANGING WITH ELECTRIC ROLLERS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Set a hairstyle using electric rollers to satisfy the client.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes hairstyle within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The patron is properly draped		
2. The student has analyzed hair texture, growth pattern, density and scalp		
3. The student has analyzed facial shape and head features including the profile		
4. The student has shampooed and rinsed thoroughly		
5. The student has thoroughly dried the client's hair		
6. The student has selected the proper rollers for the desired style		
7. The student has placed the rollers in the hair to achieve the desired style		
8. The student has allowed the rollers to cool		
9. The student has brushed the hair thoroughly		
10. The student has used backcombing where necessary		
11. The student has completed and sprayed the hairstyle		
12. The student has cleaned the work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Set Hair Using Curling Iron

PERFORMANCE OBJECTIVE V-TECS 59

STANDARD: Hair must be styled in a complimentary style selected by the client and the hairdresser and must have the desired curl and body for the style selected.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and chair
Shampoo
Styling chair
Combs (rat tail, styling)
Flat and round brushes
Clips (for long hair)
Heated curling iron
Comb-out cape
Hair spray
Tissue paper
Mirror

PERFORMANCE GUIDE

1. Seat client in comfortable position at convenient height for hairdresser.
2. Assist client in selecting complimentary hairstyle.
3. Heat curling iron.
4. Drape client
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit.
5. Seat client at shampoo bowl and shampoo hair.
6. Reseat client in styling chair and remove excess moisture from hair with towel.
7. Remove shampoo cape and replace with comb-out cape, securing at nape area and insuring client's comfort.
8. Arrange sanitized implements.
9. Comb hair into desired directions.
10. Apply a light coat of hairspray to prevent hair from sliding through iron too rapidly.
11. Test temperature of iron to guard against scorching of hair.
12. Begin at nape area by choosing section of hair
    a. Select a small section for curl or
    b. A larger section for body.
13. Starting close to the scalp and with comb resting between scalp and iron, begin running a section of hair through the iron with the rod resting beneath the section of hair and the shell resting on top. When hair becomes warm to the touch, move iron down further on the strand until the entire strand has been covered. (Note: Insure that ends rest smoothly between iron shell and barrel.)
14. Repeat Step 13 moving toward the crown, then to the top, and finally to the sides until the entire head has been covered.
15. Let hair cool completely and then brush or comb into desired style.

PERFORMANCE OBJECTIVE V-TECS 59 continued

16. Give client opportunity to view style with hand mirror.
17. Give ticket for service to client or take client to front and inform receptionist of charge.
18. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the principles of design.
2. Explain the importance of the safety precautions as applied to using the hot irons on the hair.
3. Show different angles to hold the hair to achieve the style desired.
4. Demonstrate using curling irons on a model.
5. Demonstrate what hair ends will look like if they are not properly caught in the curling irons.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 251-256.
Ahern. **West's Textbook of Cosmetology**, pp. 193-198.

EVALUATION

Written Questions

1. What are hair ends called which have not properly been curled with the curling iron?
2. Why is a comb put between the scalp and curling irons?
3. What type curl is best suited for curling long hair with the curling irons?

Answers

1. Fish hooked ends.
2. To avoid burning the patron.
3. The croquignole curl.

Practical Application

Curl a client's hair using the curling iron. Style is determined by client. Refer to Checklist Performance Objective 59.

Method of Evaluating Practical Application

Use Checklist Performance Objective 59 to determined if the student has completed the assignment with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 59 EVALUATION

PERFORMANCE TEST FOR CURLING THE HAIR WITH CURLING IRONS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Set a hairstyle using the curling iron. The style is determined by the client.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the hairstyle within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted and draped the client		
2. The student has analyzed the hair and scalp		
3. The student has shampooed and conditioned the hair		
4. The student has thoroughly dried the hair		
5. The student has parted off for the desired style		
6. The student has properly curled the entire head		
7. The student has let the hair cool		
8. The student has combed the hair into the desired style using backcombing where necessary		
9. The student has sprayed the hair		
10. The student has cleaned up the work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Set Wet Hair Using Rollers

PERFORMANCE OBJECTIVE V-TECS 60

STANDARD: Set wet hair using rollers which produces desired style when dried and combed out.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo bowl and chair
Neckstrip
Shampoo cape
Towels
Shampoo
Finishing rinse
Rat-tail comb
Clippies
Rollers
Setting lotion
Hair net
Hooded dryer
Comb-out cape, hair lift, hairspray, brush

PERFORMANCE GUIDE

1. Organize supplies and equipment.
2. Seat client comfortably and drape for shampoo.
   (Note: Insure protection of client's skin and clothing from water and shampoo.)
3. Discuss desired hair style.
4. Shampoo client's hair to remove built up of setting lotion and hairspray; rinse thoroughly.
5. Apply finishing rinse, if desired, and rinse.
6. Towel-dry hair to remove excess water and comb to remove tangles.
7. Apply setting lotion (unless client requests otherwise) and comb lotion through hair, working toward desired shape.
8. Section hair according to the number of rollers required to achieve desired style.
9. Subdivide sections into strands that are slightly smaller than size of roller.
10. Comb through a strand, holding it at the elevation required by the desired style.
11. Select roller and wind strand smoothly around roller until roller reaches scalp.
    (Note: Be sure that ends of hair rest flat and smoothly against roller to guard against frizzy ends.)
12. Secure roller at its base with clippies.
13. Repeat No's. 9-12 until set is complete.
14. Place hair net over rollers so that hair is not distributed by force of air from dryer.
15. Adjust heat and set timer on hooded dryer.
16. Seat client under dryer, insuring protection from extreme heat.
17. Test hair for dryness at end of drying time.

PERFORMANCE OBJECTIVE V-TECS 60 continued

18. Reseat client at styling station when hair is dry and drape with comb-out cape.
19. Remove hair net, rollers and clippies from hair.
20. Brush hair to remove roller marks and to relax and blend hair.
21. Back comb hair if required by style.
22. Shape hair with brush, comb, and lift.
23. Mist completed style with hair spray to hold effect (unless client requests otherwise.)
24. Remove comb-out cape.
25. Give client opportunity to view style with hand mirror.
26. Give ticket for service to client or take client to front and inform receptionist of charge.
27. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the principles of design.
2. Explain the importance of securing the hair ends.
3. Explain the difference between volume and indentation rollers.
4. Differentiate between no-stem, half-stem and full-stem roller placement.
5. Show how to select proper rollers for the desired style.
6. Demonstrate how to roll hair using rollers.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 103-109.
Barrett. **The Van Dean Manual**, pp. 99-107.

EVALUATION

Written Questions

1. When using rollers best results will be obtained from using what shape bases?
2. Where would a volume roller curl be placed?
3. To avoid splits around the hairline what shape bases should you use?
4. A triangular parting is called what?

Answers

1. rectangular
2. securely over its base
3. triangular
4. pivot point

Practical Application

Set a head of hair using no-stem, half-stem, and full-stem curls. Also use triangular and rectangular shape bases.

Method of Evaluating Practical Application

Use Checklist Performance Objective 60 to determine if the assignment was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 60 EVALUATION

PERFORMANCE TEST FOR HAIR ARRANGING WITH ROLLERS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Set a hairstyle using rollers to satisfy the client using no-stem, half-stem and full-stem curls. Also use rectangular and triangular bases.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the hairstyle within a reasonable time as would be required in the salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The patron is properly draped		
2. The student has analyzed the hair texture, growth pattern density of the hair and the scalp		
3. The student has analyzed facial shape and head features, including the profile		
4. The student has shampooed and rinsed the hair thoroughly		
5. The student has thoroughly towel dried the hair		
6. The student has selected the proper rollers and setting lotion for the desired style		
7. The student has placed rollers in the hair to achieve the desired style using all stems and bases		
8. The student has thoroughly dried the hair		
9. The student has brushed the hair thoroughly		
10. The student has used backcombing when necessary		
11. The student has completed and sprayed the hairstyle		
12. The student has cleaned up work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Mold Hair Using Fingers and Comb (finger waves)

PERFORMANCE OBJECTIVE V-TECS 61

STANDARD: Hair must be set in smooth, even waves using fingers, comb and setting gel and must achieve desired style.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Freshly shampooed hair (slightly damp)
Comb
Setting gel
Comb-out cape
Hair net
Hooded dryer

PERFORMANCE GUIDE

1. Organize needed materials.
2. Seat client comfortably and discuss desired style.
3. Comb through hair to remove tangles and apply setting gel unless client requests otherwise.
4. Locate natural hair growth and movement to guide waving procedure and visualize style.
5. Using index finger of left hand as a guide, shape the top hair with a comb, using a circular movement, starting at the hairline of desired side (usually the right side), working toward the opposite side.
6. Place the index finger of the left hand directly above the position for the first ridge.
7. With the teeth of the comb pointing slightly upward, insert the comb directly under the index finger and draw the comb forward about 1 inch along the fingertip.
8. Without removing comb from the ridge, flatten the comb against the head to hold the ridge in place.
9. Remove the left hand from the head and place the middle finger above the ridge and place the index finger of the left hand on the teeth of the comb, below the ridge.
10. Emphasize the ridge by closing the middle and index fingers together, and by applying pressure to the head.
11. Without removing the comb, turn the teeth downward, and comb the hair in a right semi-circular direction to form a dip in the hollow part of the wave.
12. Follow No's. 6-11 until opposite side has been reached and first ridge has been completed.
13. To form second ridge, the movements are reverse of those used in forming the first ridge. Start where first ridge was completed and

work toward opposite side, drawing comb from the tip of the index finger toward base of the index finger, directing formation of the second ridge.

14. All movements for forming the second ridge are followed in a reverse pattern until the opposite hairline has been reached.
15. Movements for forming the third ridge are the same as those used for forming the first ridge.
16. Continue alternating directions until head has been completed at the napeline.
17. Place hair net over head so that force of the dryer does not disturb waving pattern.
18. Adjust dryer temperature, speed, and time.
19. Seat client under dryer.
20. At end of drying time, test hair for dryness.
21. Reseat client to styling station and drape with comb-out cape.
22. Remove hair net.
23. Gently comb through hair to loosen setting gel and to soften style and comb into desired style.
24. Remove comb-out cape.
25. Give client opportunity to view style with hand mirror.
26. Give ticket for service to client or take client to front and inform receptionist of charge.
27. Clean and reorganize work area.

Note: Finger waving is best performed on permanent-waved or naturally wavy hair.

LEARNING ACTIVITIES

1. Determine what type hair is best suited for fingerwaving.
2. Differentiate between the open and closed end.
3. Explain the importance of using the fingers and combs, instead of mechanical aids.
4. Explain that fingerwaving is the foundation of creating a hairstyle.
5. Demonstrate how to do a fingerwave.

RESOURCES

Kibbe **Standard Textbook of Cosmetology**, pp. 79-84.
Barrett. **The Van Dean Manual**, pp. 75-80.

EVALUATION

Written Questions

1. What type hair is best suited for fingerwaving?
2. Skill in fingerwaving is important because it is _____.
3. In order to do a fingerwave correctly the hair must be?
4. Do we start a fingerwave at the open or the closed end?

PERFORMANCE OBJECTIVE V-TECS 61 continued

Answers

1. Naturally or permanently waved.
2. The foundation of styling.
3. Properly shaped.
4. Open end.

Practical Application

Form fingerwaves to suit a client's features.

Method of Evaluating Practical Application

Use Checklist Performance Objective 61 to determine if the assignment was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 61 EVALUATION

PERFORMANCE TEST FOR MOLDING THE HAIR USING FINGERS AND COMB

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Form fingerwaves to satisfy the client.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the hairstyle within a reasonable time as would be required in the salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has properly draped the client		
2. The student has analyzed the hair texture, growth pattern, density and scalp		
3. The student has analyzed the facial shape, and head features including the profile		
4. The student has shampooed and rinsed the hair thoroughly		
5. The student has thoroughly towel dried the hair		
6. The student has selected the proper gel for the client		
7. The student has applied the gel using the correct amount		
8. The student has fingerwaved the client's hair starting at the open end		
9. The student has thoroughly dried the client's hair		
10. The student has combed the hair into the desired style		
11. The student has cleaned up the work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Straighten Hair Using Pressing Comb

PERFORMANCE OBJECTIVE V-TECS 62

STANDARD: Hair must be straightened as requested by the client, leaving it in a healthy condition.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
- Styling chair
- Comb-out cape
- Heater
- Pressing comb
- Pressing oil
- Setting rollers or curling iron for finished look
- Tissue paper

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hairdresser.
2. Determine jointly with client haircare service to be performed.
3. Drape with comb-out cape and secure at nape area, insuring client's comfort.
4. Arrange sanitized implements.
5. Heat comb in heater.
6. Comb through client's hair and divide into four sections.
7. Begin at most resistant area and section off hair in 1/4 inch partings.
8. Apply pressing oil to hair parting.
9. Test comb to see if it is correct temperature.
10. Hold hair parting with free hand while combing through with other hand.
11. Wind hair ends around back of comb as the finish up for the comb through.
12. Repeat this process for the underside of the parting.
13. Repeat Steps 10-12 throughout the entire head.
14. Finish hair by curling iron or setting it.
15. Give client opportunity to view style with hand mirror.
16. Give ticket for service to client or escort client to front and inform receptionist of charge.
17. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Emphasize the importance of testing the pressing combs before using.
2. Identify the difference between a soft press and a hard press.
3. Explain the importance of a proper hair and scalp analysis.
4. Discuss equipment and materials used when doing a hair press.

PERFORMANCE OBJECTIVE V-TECS 62 continued

5. Demonstrate how to properly comb press a client's hair.

RESOURCES

Barrett. **The Van Dean Manual**, Chapter 17.
Kibbe. **Standard Textbook of Cosmetology**, Chapter 17.
Ahern. **West's Textbook of Cosmetology.** Chapter 14.

EVALUATION

Written Questions

1. Explain the difference between a soft press and hard press.
2. Name the type of hair that is most resistant to hair pressing.
3. If the operator accidentally burns the client's head when pressing it, what is applied immediately?

Answers

1. A soft press is accomplished with the thermal irons only, a hard press is accomplished with thermal irons over a comb press or with a double comb press.
2. Wiry curly hair.
3. 1% gentian violet jelly.

Practical Application

Press a client's hair to client's specifications. Refer to Checklist Performance Objective 62.

Method of Evaluating Practical Application

Use Checklist Performance Objective 62 to determine if the student has completed the task with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 62 EVALUATION

PERFORMANCE TEST FOR STRAIGHTENING THE HAIR USING PRESSING COMBS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Press a client's hair to client's specifications.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the hairstyle within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the client		
2. The student has properly draped the client		
3. The student has made a correct hair and scalp analysis		
4. The student has gathered all implements and supplies needed		
5. The student has shampooed and thoroughly dried the client's hair		
6. The student has parted the hair into four sections		
7. The student has applied the proper amount of pressing oil		
8. The student has properly pressed the hair		
9. The student has styled the hair		
10. The student has cleaned the work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Style Hair by Braiding and Weaving

PERFORMANCE OBJECTIVE V-TECS 63

STANDARD: Hair must be braided or woven in the style selected by client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Styling chair
Shampoo cape, bowl, and chair
Comb-out cape
Rat-tail comb
Rubber bands
Bobby and hairpins
Mirror

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hairdressing.
2. Determine jointly with client haircare service to be performed, considering length of hair.
3. Drape client
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit.
4. Seat client at shampoo bowl and shampoo hair.
5. Reseat client in styling chair and remove excess moisture from hair with towel.
6. Remove shampoo cape and replace with comb-out cape, securing at nape area and insuring client's comfort.
7. Section hair according to braiding or weaving pattern selected.
8. Braid or weave hair, varying technique as required to accomplish the selected style.
9. Finish with rubber bands and bobby pins or hairpins to complete style.
10. Give client opportunity to view style with mirror.
11. Give ticket for service to client or take client to front and inform receptionist of charge.
12. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the importance of having clean hair before braiding.
2. Discuss the different types of braids and what length hair is needed.
3. Emphasize the importance of securing the ends with rubber bands, bob pins, and hair pins.
4. Show how to properly section the hair when braiding.
5. Demonstrate how to do each type braid.

PERFORMANCE OBJECTIVE V-TECS 63 continued

RESOURCES

Barrett. **The Van Dean Manual**, pp. 139 and 140.
Kibbe. **Standard Textbook of Cosmetology**, pp. 124-126.
Ahern. **West's Textbook of Cosmetology**, pp. 207-209.

EVALUATION

Written Question

Explain why the hair ends should be secured when braiding.

Answer

To keep the hair from coming unbraided.

Practical Application

Style a client's hair by braiding or weaving. Refer to Checklist Performance Objective 63.

Method of Evaluating Practical Application

Use Checklist Performance Objective 63 to evaluate student's performance to determine if the task was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 63 EVALUATION

PERFORMANCE TEST FOR BRAIDING OR WEAVING THE HAIR

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Style hair by braiding or weaving to satisfy the client.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the hairstyle within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the client		
2. The student has draped the client		
3. The student has properly analyzed the hair and scalp		
4. The student has shampooed and conditioned the hair		
5. The student has dried the hair if necessary		
6. The student has sectioned the hair for the desired style		
7. The student has braided the hair to suit the client		
8. The student has cleaned the work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Style Hair by Sculpting

PERFORMANCE OBJECTIVE V-TECS 64

STANDARD: Hair must be styled using hair sculpting lotion in style selected by client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Shampoo cape, bowl, and chair
Styling chair
Comb and brush
Hair sculpting lotion
Hair clips
Hair dryer with air diffuser attachment or hooded dryer
Mirror

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hairdresser.
2. Determine jointly with client haircare service to be performed, considering length of hair.
3. Drape client
   a. Place neckstrip and towel around neck.
   b. Place shampoo cape on client and adjust neck to fit.
4. Seat client at shampoo bowl and shampoo hair.
5. Reseat client in styling chair and remove excess moisture from hair with towel.
6. Remove shampoo cape and replace with comb-out cape, securing at nape area and insuring client's comfort.
7. Apply sculpting lotion to hair and comb into place.
8. Depending upon final style desired ("wet look," "dry look," or combination), dry hair with air diffuser or hooded dryer.
9. Finish hair style as desired by client.
10. Apply a light coat of hairspray to prevent hair from sliding through iron too rapidly.
11. Test temperature of iron to guard against scorching of hair.
12. Begin at nape area by choosing section of hair
    a. Select a small section for curl or
    b. A larger section for body.

LEARNING ACTIVITIES

1. Emphasize the importance of having a clean hair and scalp before sculpting the hair.
2. Establish the different types fo hair and which setting lotion should be used for each type.
3. Explain the importance of sculpting the hair.

PERFORMANCE OBJECTIVE V-TECS 64 continued

4. Show the difference between starting the sculpting from the open end and the closed end.
5. Demonstrate how to properly sculpt the hair.

RESOURCES

Barrett. **The Van Dean Manual**, Chapter 10.
Kibbe. **Standard Textbook of Cosmetology**, Chapter 11.
Ahern. **West's Textbook of Cosmetology**, Chapter 11.

EVALUATION

Written Questions

1. Explain why proficiency in sculpting the hair is important to the cosmetologist.
2. To what advantage is waving lotion used in giving a hair sculpting?
3. What type hair is best suited for hair sculpting?

Answers

1. Because hair sculpting is the foundation for all modern hairstyles.
2. The waving lotion helps to keep the hair in place while the waves are being formed.
3. Naturally curly hair.

Practical Application

Style a client's hair by sculpting it. Refer to Checklist Performance Objective 64.

Method of Evaluating Practical Application

Use Checklist Performance Objective 64 to evaluate student's performance to determine if the task was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 64 EVALUATION

PERFORMANCE TEST FOR HAIR ARRANGING BY SCULPTING

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Style hair by sculpting it to satisfy the client.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the hairstyle within a reasonable time as would be required in the beauty salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the patron		
2. The student has draped the patron		
3. The student has properly analyzed the hair and scalp		
4. The student has selected the proper styling lotion		
5. The student has shampooed and conditioned the hair		
6. The student has removed excess moisture and tangles		
7. The student has applied proper amount of setting lotion		
8. The student has sculpted the hair starting at the open end		
9. The student has dried the hair thoroughly		
10. The student has combed the hair or left it in the wet look		
11. The student has cleaned the work station		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Shampooing, Conditioning, Cutting, and Styling Hair

TASK: Trim Beard, Mustache, and Sideburns

PERFORMANCE OBJECTIVE V-TECS 65

STANDARD: Beard, mustache and sideburns must be trimmed to length and style requested by client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Styling chair
Comb
Shears
Electric clippers
Neck brush or vacuum
Talc
Neck strip and/or towel
Cape

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hairdresser.
2. Discuss with client how beard, mustache, and sideburns are to be trimmed.
3. Drape client
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
4. Comb through beard, mustache, and sideburns to facilitate trimming.
5. Perform free-hand or fixed-hand trimming on beard, mustache, and sideburns using electric clippers or shears until desired length is reached.
6. Comb through beard, mustache, and sideburns in a forward direction to insure hair has been trimmed evenly; repeat, combing in opposite direction to check.
7. Using neck brush and talc or vacuum, remove hair.
8. Remove neck strip, towel, and cape.
9. Give client opportunity to view style with hand mirror.
10. Give ticket for service to client or take client to front and inform receptionist of charge.
11. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the importance of properly draping the client before trimming the beard, mustache, and sideburns.
2. Emphasize importance of safely handling shears, razor, etc. around the face.
3. Review different styles of beards, mustaches, and sideburns.
4. Illustrate on chalk board which style would look best on which facial shape.
5. Demonstrate how to trim a beard, mustache, and sideburns.

PERFORMANCE OBJECTIVE V-TECS 65 continued

RESOURCES

Barrett. **The Van Dean Manual**, Chapter 9.
Kibbe. **Standard Textbook of Cosmetology**, Chapter 10.
Ahern. **West's Textbook of Cosmetology**, Chapter 10.

EVALUATION

Written Question

Which facial shape can wear any style of beard, mustache, or sideburns?

Answer

The oval face.

Practical Application

Trim a beard, mustache, and sideburns according to client's specifications. Refer to Checklist Performance Objective 65.

Method of Evaluating Practical Application

Use Checklist Performance Objective 65 to evaluate student's performance to determine if the task was completed with at least a 90% accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 65 EVALUATION

PERFORMANCE TEST FOR TRIMMING A BEARD, MUSTACHE, AND SIDEBURNS

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Trim a beard, mustache, and sideburns according to client's specifications.

DIRECTIONS TO EVALUATOR: Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the task within a reasonable time as would be required in the salon. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has greeted the client		
2. The student has draped the client		
3. The student has determined which style the client wants and which style will be most flattering to the client		
4. The student has selected proper implements to use for desired style		
5. The student has trimmed a beard, mustache, and/or sideburns		
6. The student has cleaned the work area		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

PERMANENT WAVING AND RELAXING

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Test skin for chemical sensitivity to perm

PERFORMANCE OBJECTIVE V-TECS 67

STANDARD: Sensitivity to perm must be ascertained by performing skin test using waving lotion.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Styling chair
Towels
Permanent wave solution

PERFORMANCE GUIDE

1. Seat client comfortably at styling salon.
2. Perform sensitivity test
   a. Place a few drops of waving lotion on inside fold of client's elbow.
   b. Wait 10-15 minutes.
   c. Check for redness, blisters, or swelling.
   d. If test is negative, proceed with permanent wave or straightening procedure.
   e. If test is positive, do not proceed with permanent wave or straightening procedure.
3. Record results of test on client's record card.
4. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Demonstrate procedures in giving skin test.
2. Describe the difference between negative and positive tests.
3. Demonstrate the importance of the different permanent solution strength.
4. Explain what to do if the test is positive.
5. Explain the alternatives of a positive test.
   a. Have client return in four weeks
   b. Different solutions
   c. No permanent

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 235-246.
Barrett. **The Van Dean Manual**, pp. 165-196.

EVALUATION

Written Questions
1. Describe procedures in giving a sensitivity test.

PERFORMANCE OBJECTIVE V-TECS 67 continued

2. What recommendations should be given for a positive reaction to the chemical sensitivity test?

Answers

1. Prepare patron
   Section hair
   Wrap hair
   Apply solution
   Check scalp every five minutes
2. Have patron return in four weeks
   Try a different brand
   Recommend no permanent

Practical Application

Use a model and administer the skin test for chemical sensitivity to a perm solution; identify the results of the test.

Method of Evaluating Practical Application

Observation by instructor, use the Performance Guide as the Checklist.

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Perform a Preliminary Strand Test for Perm

PERFORMANCE OBJECTIVE V-TECS 68

STANDARD: A pre-permanent test curl must be performed if the hair presents a problem such as damage, poor porosity, or poor elasticity, or if there is any doubt concerning the results of a permanent wave.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo bowl and chair
Towels
Cape
Shampoo
Conditioner
Water bottle
End wraps
Permanent wave rods
Permanent wave solution
Neutralizer
Cotton strips
Plastic bag
Rat-tail comb
Permanent wave record card

PERFORMANCE GUIDE

1. Seat client comfortably.
2. Drape client, insuring protection for skin and clothing.
3. Perform hair and scalp analysis to determine:
   a. Hair porosity.
   b. Hair texture.
   c. Hair elasticity.
   d. Hair density.
   e. Hair length.
   f. Scalp condition.
4. Record results of hair and scalp analysis.
5. Adjust client to a reclining position.
6. Shampoo hair once, lightly.
7. Towel dry hair.
8. Wrap two or three curls on the upper back of the head.
9. Place cotton strip around rods.
10. Apply waving lotion to rods.
11. Cover rods with plastic bag and set timer.
12. Test according to manufacturer's directions.
13. Rinse lotion from hair and blot thoroughly.
14. Apply neutralizer, timing according to manufacturer's directions.
15. Remove rods from hair.
16. Record results of test on client's record card.
17. Continue with permanent wave or reschedule client for subsequent analysis.

LEARNING ACTIVITIES

1. Explain product recommendation for preliminary test curl.
2. Select sub-panel of hair for appropriate rod size.

PERFORMANCE OBJECTIVE V-TECS 68 continued

3. Demonstrate how to wind hair on rod.
4. Illustrate how to apply permanent wave solution and neutralizer.
5. Select and explain the selection of the rod diameter.
6. Show the different permanent wave strengths and explain what strengths are used for different types of hair.
7. Illustrate how to fasten the rod for a test curl.

RESOURCES

Franco, et. al. **World of Cosmetology**, p. 308.

EVALUATION

Written Questions

1. Describe procedures for giving a preliminary test curl.
2. What recommendations should be given to hair that is tinted?

Answers

1. Read and follow product recommendations.
   Select proper rod
   Wind hair on rod using proper technique
   Saturate hair thoroughly with reforming lotion
   Perform test curl and process
   Rinse lotion out
   Apply re-bonding lotion -- process, rinse
   Evaluate test curl
2. Select proper strength solution and proper rod
   Follow manufacturer's directions.

Practical Application

Use a manikin to demonstrate proper procedure for a test curl; identify the stages of processing and the results of a test curl.

Method of Evaluating Practical Application

Observation by instructor, use Performance Guide as Checklist.

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Perform a Preliminary Strand Test for Relaxer

PERFORMANCE OBJECTIVE V-TECS 69

STANDARD: Preliminary strand test for relaxer must be performed which shows the effect of the relaxer and the processing time involved.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Client with clean, dry hair
Shampoo bowl and chair
Chemical hair relaxer
Cape
Aluminum foil
Towels
Comb
Cotton or lambswool

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hairdresser.
2. Arrange supplies and sanitized implements.
3. Drape client
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
4. Place a slitted piece of aluminum foil close to the client's scalp.
5. Pull a small strand of hair through foil.
6. Using a comb, apply relaxer to hair for 3 to 5 minutes.
7. Remove relaxer with dry cotton or lambswool.
8. If test shows satisfactory results in processing time, proceed with treatment.
9. Record results of test on client's record card.
10. Clean and organize work.

LEARNING ACTIVITIES

1. Demonstrate procedures for strand test.
2. Illustrate the importance of hair analysis.
3. Explain the use of appropriate cosmetics and techniques.
4. Arrange for students to perform appropriate steps of the procedure.
5. Define the differences between the thio and sodium hydroxide relaxer.

RESOURCES

Franco, et. al. **The World of Cosmetology.**

PERFORMANCE OBJECTIVE V-TECS 69 continued

EVALUATION

Written Questions

1. Describe the procedure for a strand test.
2. Explain the difference between a thio and sodium hydroxide relaxer.

Answers

1. Detangle client's hair.
   Apply base on scalp.
   Process relaxer (sight, feel and hearing).
   Rinse hair, shampoo.
   Apply neutralizer.
2. Thio relaxer has a ph 9.4-9.6 and is less effective.
   Sodium hydroxide has a ph 10-14 and is more effective and most popular.

Practical Application

Perform the strand test and identify strength of solution.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Give a Permanent Wave

PERFORMANCE OBJECTIVE V-TECS 70

STANDARD: Permanent wave should produce desired curl without damage to hair.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and chair
Styling chair
Shampoo
Permanent wave
Conditioner
Clips, protective cream, combs, towels
Mirror

Permanent wave, end papers, permanent wave rods, dryer, timer, brushes, cotton strips, rubber gloves

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hairdresser.
2. Analyze hair and scalp
   a. If scalp and hair appear healthy, proceed with process.
   b. If scalp and hair are not healthy, reschedule client for a later appointment.
3. Organize supplies and equipment.
4. Drape client, insuring complete protection for clothing:
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Seat client at shampoo bowl and shampoo hair once lightly.
6. Reseat client in styling chair, and remove excess moisture from hair with a towel.
7. Shape or cut hair if required.
8. Determine rod size, sectioning pattern, and perm by amount of curl desired.
9. Wrap hair, starting in designated area and continuing until all hair is wrapped.
10. Apply protective cream and cotton strip around hairline.
11. Apply waving lotion according to manufacturer's directions. (Note: Wear rubber gloves.)
12. Cover hair with plastic bag and process according to directions. (Note: Check test curls as required.)
13. At end of processing time, remove plastic bag and protective cotton strip and rinse hair thoroughly.
14. Blot excess water from rods.
15. Place dry cotton strip around hairline and replace damp towel.
16. Apply neutralizer and process according to directions.
17. Remove cotton strip and rinse hair thoroughly.

PERFORMANCE OBJECTIVE V-TECS 70 continued

18. Unwind and remove rods from hair.
19. Rinse hair again to assure complete removal of chemicals.
20. Towel dry hair and style.
    (Note: Client may wish to view permed hair with mirror before styling.)
21. Discuss maintenance for chemically treated hair and advise client of haircare products to use.
22. Give ticket for charges to client or escort client to front and inform receptionist of charges.
23. Complete record card.
24. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Identify how to properly check for hair and scalp analysis.
2. Illustrate proper handling of the equipment used in giving a permanent.
3. Define the difference between the different types of curls (body wave, curly perm, moderately curly).
4. Illustrate and describe the importance of blotting and the importance of seletion of rods.
5. Review the safe guards of permanent waving.

RESOURCES

Franco, et. al. **World of Cosmetology**. pp. 299-324.

EVALUATION

Written Questions

1. What two actions are involved with giving a permanent?
2. Why should safety rules be applied in the giving of a permanent?
3. What determines the choice of rods in the permanent waving?

Answers

1. Physical and chemical action.
2. To protect the patron.
3. The elasticity and texture of hair

Practical Application

Use a model and demonstrate the proper techniques of a permanent. Perform the proper way to apply permanent wave solution. Identify the different types of scalp analysis. Refer to Checklist Performance Objective 70.

Method of Evaluating Practical Application

Observation by the instructor using the Checklist Performance Objective 70.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 70 EVALUATION

PERFORMANCE TEST FOR PERMANENT WAVING

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Give a chemical wave in one hour and 15 minutes including blocking and sectioning, wrapping, processing, and neutralizing.

DIRECTIONS TO EVALUATOR: Observe the student giving a chemical wave. Pay close attention to critical items. Be sure that the student stays within the alloted time period. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The chemical wave record card is prepared		
2. The patron is properly draped		
3. The student has examined the scalp		
4. The student correctly analyzes the porosity, elasticity, and texture of the hair		
5. The student determines previous chemicals that have been used on the hair		
6. The student has determined the type of chemical most beneficial to protect the patron's hair		
7. The student has selected the correct wave rods		
8. The student has selected the correct strength of solution		
9. The supplies and equipment are assembled and arranged conveniently		
10. The hair is properly blocked and sectioned for the size of the head		
11. The partings are clean and straight		
12. The proper tension is used in wrapping		
13. The hair is spread smoothly and evenly across the rod		
14. The bands are fastened correctly -- no pressure on the hair		
15. The correct size of rod is chosen with regard to the different parts of the head		
16. The cotton is placed securely around the hairline		
17. The solution is applied evenly over all the rods		
18. The solution is not dripping on the scalp, face, or the neck area		
19. The test curl is correctly taken and evaluated		
20. The hair is blotted and/or rinsed thoroughly		
21. The rods are individually towel blotted with a damp towel		

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 70 continued

PERFORMANCE TEST FOR PERMANENT WAVING continued

ITEMS TO BE EVALUATED	YES	NO
22. The neutralizer is applied according to the manufacturer's directions		
23. The neutralizer is applied evenly and generously		
24. The neutralizer is timed according to the manufacturer's directions		
25. The neutralizer is rinsed thoroughly from the hair		
26. The chemical wave card is correctly completed and filed		
27. All equipment is sanitized; used supplies are discarded; unused supplies are returned to the designated place		

Approved: Yes___ No___

_____

Evaluator's Signature Date

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Give Pick-up Curls

PERFORMANCE OBJECTIVE V-TECS 71

STANDARD: Strands of hair which were not processed during previous permanent wave must be repermed to produce desired curl without damage to hair.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and chair
Styling chair
Towels
Shampoo, end papers, permanent wave, cotton, clips
Protective cream, plastic bag, permanent wave rods
Neutralizer, conditioner
Dryer
Timer
Brushes
Rubber gloves
Mirror

PERFORMANCE GUIDE

1. Seat client in a comfortable position at convenient height for hairdresser.
2. Analyze hair and scalp
   a. If scalp and hair appear healthy, proceed with process.
   b. If scalp and hair are not healthy, reschedule client for a later appointment.
3. Organize supplies and equipment.
4. Drape client, insuring complete protection for clothing:
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Seat client at shampoo bowl and shampoo hair once lightly.
6. Reseat client in styling chair, and remove excess moisture from hair with a towel.
7. Identify section of hair which did not curl.
8. Determine rod size, sectioning pattern, and perm by amount of curl desired.
9. Roll uncurled section of hair on permanent rods along with hair about a half an inch above and below uncurled section.
10. Apply protective cream and cotton strip around hairline of rolled section.
11. Apply waving lotion according to manufacturer's directions. (Note: Wear rubber gloves.)
12. Cover hair with plastic bag and process according to directions. (Note: Check test curls as required.)
13. At end of processing time, spray rolled section with tepid water and towel blot, repeating several times to remove waving lotion; then remove protective cotton strip and rinse hair thoroughly.
14. Blot excess water from rods.

PERFORMANCE OBJECTIVE V-TECS 71 continued

15. Place dry cotton strip around hairline.
16. Apply neutralizer and process according to directions.
17. Remove cotton strip and rinse hair thoroughly.
18. Unwind and remove rods from hair.
19. Rinse hair again to assure complete removal of chemicals.
20. Towel dry hair and style.
    (Note: Client may wish to view repermed hair with mirror before styling.)
21. Give ticket for charges to client or take client to front and inform receptionist of charges.
22. Complete record card.
23. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Check areas where curls did not process.
2. Discuss the reasons the hair did not curl.
3. Illustrate what happened during the permanent and show why the hair did not curl.
4. Review procedures in permanent waving.
5. Discuss the importance of properly applying permanent wave solution and neutralizer.

RESOURCES

(No information available in the resources cited.)

EVALUATION

Written Questions

1. Name one important factor as to why the permanent came straight.
2. Why is it important to follow manufacturer's instructions?

Answers

1. Improper saturation of permanent wave solution and neutralizer.
2. To make sure you are familiar with the proper procedure and application of chemicals.

Practical Application

Demonstrate what happens and the causes for the pick-up curls. Identify the mistakes that happened during the permanent.

Method of Evaluating Practical Application

Observation by the instructor.

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Straighten Permed Hair

PERFORMANCE OBJECTIVE V-TECS 72

STANDARD: Hair must be straightened and conditioned to desired wave pattern with minimum damage and guarding against overprocessing.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and chair
Wide toothed comb
Rat-tail comb (if using straightener)
Perm and neutralizer solutions or hair straightener
Plastic cape
Towels
Release statement
Timer
Normalizing conditioner

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Analyze hair and scalp. (Caution: Since this process is known to be damaging to hair, it is advisable to have the client sign a release statement.)
   a. If scalp and hair appear healthy, proceed with process.
   b. If scalp and hair are not healthy, reschedule client for later appointment.
3. Drape client insuring complete protection for clothing
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
4. Gently comb through hair to remove tangles.
5. Perform sensitivity test.
6. Seat client at shampoo bowl, insuring a comfortable position.
7. Apply wave solution carefully saturating entire head of hair.
8. Use wide toothed comb and begin gently combing solution through hair from forehead to crown area to nape area.
9. Set timer for 15 minutes and check hair pattern every 5 minutes until time goes off.
   a. Check for straightened hair pattern.
   b. Insure that hair does not overprocess and become damaged.
10. When desired hair pattern has been achieved, rinse thoroughly with warm water for 3 minutes.
11. Towel blot.
12. Apply neutralizer to hair and comb through.
13. Set timer for 5 minutes.
14. Rinse thoroughly and apply a normalizing conditioner for 3 minutes.
15. Rinse, towel blot, and cut and/or style hair. (Note: Client may wish to review straightened hair with mirror before styling.)

PERFORMANCE OBJECTIVE V-TECS 72 continued

16. Discuss maintenance for chemically treated hair and advise client of haircare products to be used.
17. Give ticket for charges to client or take client to front and inform receptionist of charges.
18. Complete record card.
19. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Demonstrate proper use and techniques used in relaxing permed hair.
2. Explain what can happen if chemicals are left too long on hair.
3. Explain strength of chemicals used in giving this service.
4. Establish an understanding between patron and cosmetologist/student as to the proper amount of curl to be removed.
5. Explain the reconditioning treatment necessary for hair that has been straightened.

RESOURCES

(No information was available in the resources cited.)

EVALUATION

Written Questions

1. Why is it important to select the proper strength lotion?
2. How long should the lotion be left on the hair?

Answers

1. As to not damage the hair.
2. Until the proper amount of curl has been removed but no longer than 15 minutes.

Practical Application

Use a model to demonstrate proper way to remove a curl. Demonstrate proper comb techniques. Identify the stages that takes place during the procedures to determine the proper amount of curl removed. Refer to Checklist Performance Objective 72.

Method of Evaluating Practical Application

Observation by instructor using the Checklist Performance Objective 72.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 72 EVALUATION

PERFORMANCE TEST FOR CHEMICAL RELAXING

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Administer a chemical relaxer.

DIRECTIONS TO EVALUATOR: Observe the student giving a chemical relaxer. Pay close attention to items to be evaluated. Be sure that student stays within the allotted time for application and pressing. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
PREPARATION:		
1. Chemical relaxing record card is prepared		
2. The patron is properly draped		
3. The scalp is examined		
4. The student correctly analyzes the porosity of the hair		
5. The student correctly analyzes the elasticity of the hair		
6. The student correctly analyzes the texture of the hair		
7. The student analyzes the hair to determine if prior chemicals have been used		
8. The student determines the strength of chemical to be used		
9. All supplies and equipment are assembled and arranged conveniently		
10. The student has sectioned the head in four sections		
APPLICATION:		
11. The student has applied base within three to five minutes		
12. The student has applied lotion properly and in required time not to exceed five minutes		
13. The student has pressed and manipulated hair no more than ten minutes to achieve desired amount of relaxing		

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 72 EVALUATION continued

PERFORMANCE TEST FOR CHEMICAL RELAXING continued

ITEMS TO BE EVALUATED	YES	NO
NEUTRALIZATION:		
14. The student has thoroughly rinsed lotion from hair with tepid water		
15. The student has applied neutralizing shampoo at least three times		
16. The student has rinsed thoroughly		
17. The student has conditioned the hair		
18. The student has completed record and filed properly		

Approved: Yes___ No___

Evaluator's Signature Date

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Straighten (relax) Hair

PERFORMANCE OBJECTIVE V-TECS 73

STANDARD: Hair must be relaxed to the desired hair pattern requested by client and left in a healthy, conditioned state.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and cape
Styling chair
Wide toothed comb
Rat-tail comb
Spatula for placing relaxing on hair
Relaxer, acid base shampoo
Protective base for scalp
Rubber or plastic gloves
Towels
Timer

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Analyze hair and scalp
   a. If scalp and hair appear healthy, proceed with straightening process.
   b. If scalp and hair are not healthy, reschedule client for later appointment.
3. Drape client insuring complete protection for clothing.
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
4. Comb gently through hair to eliminate tangles.
5. Perform sensitivity test.
6. Divide hair into four sections.
7. Begin with 1/4 inch partings from nape area upward and apply protective base to scalp and all around hairline and ears.
8. Begin at nape area with 1/4 inch partings and apply straightener with spatula to hair.
9. Comb straightener through hair gently using wide toothed comb.
10. Set timer for prescribed time as directed by manufacturer's instructions.
11. When timer goes off, look for desired hair pattern by combing a section and observing its return to wave pattern.
12. Seat client at shampoo bowl and rinse off straightener. Continue rinsing with warm water until straightener is completely removed.
13. Shampoo hair with acid-base shampoo which also acts as a neutralizer.
14. Rinse and apply normalizing conditioner for 3 minutes.
15. Rinse, towel blot, and cut and/or style hair. (Note: Client may wish to view straightened hair with mirror before styling.)

PERFORMANCE OBJECTIVE V-TECS 73 continued

16. Give ticket for charges to client or take client to front and inform receptionist of charges.
17. Complete record card.
18. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the benefit of chemical relaxing.
2. Discuss the chemistry of relaxing hair with sodium hydroxide.
3. Review the physical and chemical actions in chemical relaxing hair.
4. Discuss the importance of hair and scalp analysis.
5. Discuss reading assignment.

RESOURCES

Barrett. **The Van Dean Manual**, pp. 235-246.
Franco, et. al. **The World of Cosmetology**, pp. 277-290.

EVALUATION

Written Questions

1. Name the two chemical relaxers.
2. Why is it important to shampoo as many times as necessary?
3. What are the indications that the hair is properly relaxed?

Answers

1. Sodium hydroxide and ammonium thioglycolate.
2. To avoid hair damage and scalp irritation.
3. By sight (see if it is straight).
   Feel (feel hair being smooth).
   Hear (what patron says).

Practical Application

Use a model and demonstrate techniques of chemical relaxing. Identify the two types of relaxers. Perform the techniques of shampoo neutralizing.

Method of Evaluating Practical Application

Observation by the instructor.

DUTY: Permanent Waving and Relaxing (straightening) Hair

TASK: Give an Amplifying Treatment

PERFORMANCE OBJECTIVE V-TECS 74

STANDARD: Amplifying treatment must be given which produces maximum volume for dry hair.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Towels
Shampoo
Shampoo chair
Treatment ampule
Sanitizer
Cape
Shampoo bowl
Heat lamp
Plastic pick

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Drape client
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
3. Seat client at shampoo bowl and shampoo hair.
4. Towel dry hair.
5. Select conditioning ampule and protecting hands with a towel, break off one end of ampule.
6. Shake entire contents of ampule onto hair.
7. Massage treatment through hair to insure even distribution.
8. Gently remove all tangles from hair and lift hair from scalp using a wide-toothed, plastic pick.
9. Reseat client in heat lamp area.
10. Adjust heat lamps at sides of head.
11. Instruct client to minimize movement and disruption of hair.
12. Periodically lift hair with pick.
13. Allow hair to dry completely with aid of heat lamps.
14. Finish in desired style.
15. Allow client to view hair with hand mirror.
16. Give ticket for charges to client or escort to front and inform receptionist of charges.
17. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss the proper procedures in giving amplifying treatment.
2. Demonstrate the safety precautions involved with the handling of the glass capsule that the conditioner comes in.
3. Show the difference before and after the treatment.
4. Illustrate the amount of volume received from the amplifying treatment.

PERFORMANCE OBJECTIVE V-TECS 74 continued

5. Discuss the results on different types of hair after the amplifying treatment.

RESOURCES

Manufacturer's instructions

EVALUATION

Written Questions

1. What recommendations are given for drying hair after the amplifying treatment?
2. What is the purpose of the amplifying treatment?

Answers

1. Remove tangles.
   Put under heat lamp.
   Adjust heat lamp.
   Lift hair with pick.
   Let hair completely dry.
2. To condition and give hair body.

Practical Application

With a model, demonstrate how treatment is given and identify the results of treatment.

Method of Evaluating Practical Application

Observation by instructor, use Performance Guide steps for the Checklist.

BLEACHING AND COLORING HAIR

DUTY: Bleaching and Coloring Hair

TASK: Perform a Preliminary Strand Test for Color

PERFORMANCE OBJECTIVE V-TECS 75

STANDARD: Strand of client's hair must be colored to determine color mix to achieve desired shade.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shears
Peroxide
Hair color
Styling chair
Timer
Color bottle or bowl and brush

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Cut a small strand of hair from a hidden area.
3. Mix color (peroxide and desired color shade) according to manufacturer's directions.
4. Insert hair strand into color.
5. Time according to manufacturer's directions.
6. Test color for desired shade.
7. Adjust colors accordingly.
8. Record results on client's record card.

LEARNING ACTIVITIES

1. Explain the purpose of a strand test.
2. Explain area where the strand test is given.
3. Demonstrate proper procedures for a strand test.
4. Arrange for class to be involved in color selection and proper mixing color.
5. Explain primary color and secondary color.

RESOURCES

Dalton. **The Professional Cosmetologist**, p. 225.

EVALUATION

Written Questions

1. What area of the head is the strand test administered?
2. How long should the color be left on the hair?

PERFORMANCE OBJECTIVE V-TECS 75 continued

Answers

1. The most resistant area of the head.

2. Until the desired shade.

Practical Application

Use strands of hair and demonstrate the stages of color. Perform proper techniques used in giving a strand test.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Bleaching and Coloring Hair

TASK: Apply Permanent/Semipermanent Hair Tint/Toner to Virgin Hair

---

PERFORMANCE OBJECTIVE V-TECS 76

STANDARD: Virgin hair must be colored to preselected shade using permanent/semipermanent hair tint/toner; dye must be removed from scalp and surrounding facial area.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Styling chair
Shampoo cape, bowl, and chair
Record card
Toner
Towels
Clips
Comb
Applicator bottle or mixing bowl and brush
Normalizing rinse
Peroxide
Comb-out cape
Rubber gloves
Timer

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Examine hair and scalp.
   a. If hair and scalp appear healthy, proceed with application.
   b. If hair and scalp are not healthy, reschedule client for later appointment.
3. Discuss with client haircare service to be performed.
4. Drape client, insuring complete protection for clothing.
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Assemble supplies and sanitized implements.
6. Perform preliminary strand test for color.
7. Prepare toner according to previous record card, and set empty bottle aside for later use.
   (Note: Unless otherwise directed by manufacturer, mix one part toner to one part peroxide.)
8. Put on rubber gloves.
9. Section hair into four quarters.
   a. Center front hairline to center of napeline.
   b. Ear to ear.
10. Apply toner along hairpartings and around hairline.
11. Starting at back, right-hand panel, subdivide hair into 1/4 inch strands, and place toner on each parting as in Step 10.
12. Repeat Step 11 for the remaining panels.
13. Leave toner on hair according to results of preliminary strand test and until desired color has been reached.
14. Rinse hair with warm water to remove excess toner.

PERFORMANCE OBJECTIVE V-TECS 76 continued

15. Remove remaining toner from the hairline and scalp, pouring water from toner bottle onto front hairline and working back.
    (Note: Dye removes dye. Toner is approximately 3/4 shampoo; therefore no shampoo or dye remover is needed.)
16. Rinse hair thoroughly.
17. Towel dry hair and set as usual.
18. Allow client to view hair with hand mirror.
19. Complete record card.
20. Give ticket for charges to client or escort client to front and inform receptionist of charges.
21. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss the three classifications of color.
2. Explain the difference between permanent/semipermanent hair tint and toner to virgin hair.
3. Define toner.
4. Review the seven stages of lightening.
5. Demonstrate the single application and double application of color.

RESOURCES

Dalton. **The Professional Cosmetologist**, pp. 196-216.
Student Information Sheet

EVALUATION

Written Questions

1. What are the seven stages of hair lightening?
2. Define toner.
3. Name the three classifications of color.

Answers

1. Black, brown, red, red-gold, gold-yellow, and pale yellow.
2. A toner is an aniline derivative which is a delicate shade of color.
3. Temporary, permanent, semipermanent.

Practical Application

Use a model to demonstrate proper procedure in applying permanent/semi-permanent hair tint or toner to virgin hair. Identify the stages of hair lightening.

Method of Evaluating Practical Application

Observation by instructor using the Checklist Performance Objective 76.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 76 EVALUATION

PERFORMANCE TEST FOR HAIR COLORING

Student's Name _____ Date _____

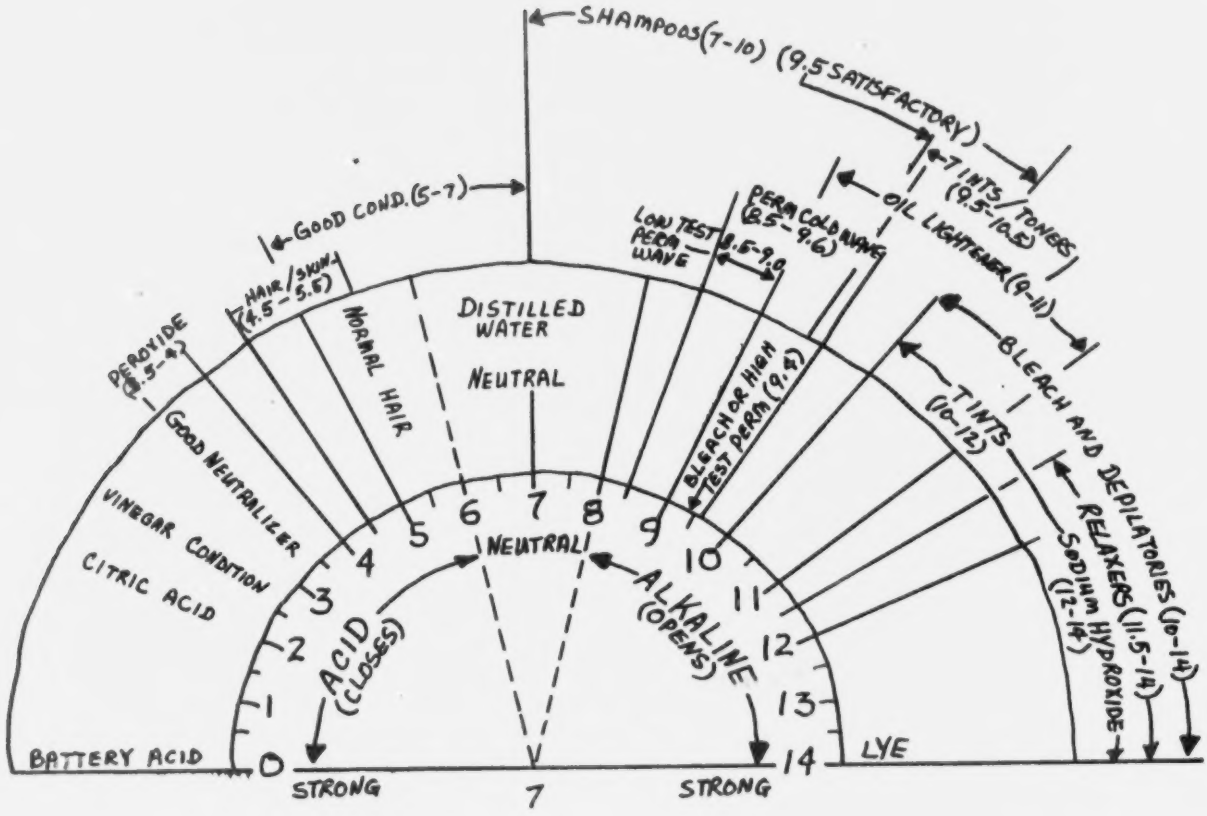
DIRECTIONS TO STUDENT: Give a hair coloring service.

DIRECTIONS TO EVALUATOR: Observe the student giving a hair coloring service. Pay close attention to items to be evaluated. Be sure that student stays within the alloted time for application and processing. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. The student has analyzed the hair and scalp to determine the type of hair coloring product to be used		
2. The student has given the patch test and recorded results		
3. Hair color record card is prepared		
4. The patron is properly draped for chemical service		
5. The student has sectioned the head into four sections when necessary		
6. The student does proper shade selection		
7. The student accurately prepares formula		
8. The student displays proper application techniques within 10-15 minutes		
9. The student demonstrates knowledge and technique of strand testing		
10. The student demonstrates knowledge of stain removal procedures		
11. The student has shampooed and rinsed thoroughly		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____



ACIDITY AND ALKALINITY

(The PH Scale)

0	BATTERY ACID
2	CITRIC ACID
2.5	VINEGAR ACID
3.5	GOOD NEUTRALIZER
3.5-4.0	PEROXIDE
4.5-5.5	HAIR & SKIN
5.0	(PPT) PURE PROTEIN TREATMENTS
5.5	HAIR NORMAL
5.5-7.0	GOOD CONDITIONER
7.0	DISTILLED WATER
7.0-10.0	SHAMPOOS (9.5 Satisfactory)
8.0- 9.0	LOW TEST PERM WAVE
8.5- 9.6	PERM COLD WAVE
9.4	BLEACH OR HIGH TEST PERM
9.5	BLEACH, FROSTING, AND PERMANENTS
9.5	SOAPS
9.5-10.5	TINTS AND TONERS
9.0-11.0	OIL LIGHTENER
10.0-12.0	TINTS
10.0-14.0	BLEACH AND DEPILATORIES
11.5-14.0	RELAXERS
12.0-14.0	SODIUM HYDROXIDE
14.0	LYE
	SOAPLESS SHAMPOO

DUTY: Bleaching and Coloring Hair

TASK: Apply Permanent Toner Retouch

PERFORMANCE OBJECTIVE V-TECS 77

STANDARD: Permanent toner retouch which produces desired results must be applied to outgrowth of hair without overlapping hair which has been previously colored.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Shampoo cape, bowl, and chair
- Styling chair
- Record card
- Towels
- Clips
- Applicator bottle
- Normalizing rinse
- Cape
- Comb
- Rubber gloves
- Timer
- Applicator bottle or mixing bowl
- Brush

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Examine hair and scalp.
   a. If hair and scalp appear healthy, proceed with application.
   b. If hair and scalp are not healthy, reschedule client for later appointment.
3. Discuss with client haircare service to be performed.
4. Drape client, insuring complete protection for clothing.
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Assemble supplies and sanitized implements.
6. Perform preliminary strand test for color.
7. Prepare toner according to previous record card, and set empty bottle aside for later use.
   (Note: Unless otherwise directed by manufacturer, mix one part toner to one part peroxide.)
8. Put on rubber gloves.
9. Section hair into four quarters.
   a. Center front hairline to center of napeline.
   b. Ear to ear.
10. Apply toner along hairpartings and around hairline without overlapping previously colored hair.
11. Starting at the back, right-hand panel, subdivide hair into 1/4 inch strands, and place toner on each parting as in Step 10.
12. Repeat Step 11 for the remaining panels.
13. Leave toner on hair according to results of preliminary strand test and until desired color has been reached.
14. Apply remaining toner to all of hair and leave on for 5 minutes.

PERFORMANCE OBJECTIVE V-TECS 77 continued

15. Remove remaining toner from the hairline and scalp, pouring water from toner bottle onto front hairline and working back.
    (Note: Dye removes dye. Toner is approximately 3/4 shampoo; therefore no shampoo or dye remover is needed.)
16. Rinse hair thoroughly.
17. Towel dry hair and set as usual.
18. Allow client to view hair with hand mirror.
19. Complete record card.
20. Give ticket for charges to client or escort client to front and inform receptionist of charges.
21. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss the law of color.
2. Emphasize the analysis of hair and scalp for hair coloring service.
3. Review the process of double application services.
4. Demonstrate and identify the types of bleaches used for lightening and toning and identify the toning color.
5. Select the proper coloring agents for the different types of hair.

RESOURCES

Roux Laboratories, Jacksonville, Florida.
Dalton. **The Professional Cosmetologist**, pp. 217-226.
Clairol Company, New York.

EVALUATION

Written Questions

1. Define double application tints.
2. Define hair lightening.
3. What is the main ingredient in toner?

Answers

1. Products requiring two separate applications, also called 2-step tints.
2. Involves partial or total removal of natural pigment, or artificial color, from the hair.
3. Meta-toluene-diamine.

Practical Application

Identify the proper procedure for the application of color and the stages of lightening. Perform the toner application and identify the results.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Bleaching and Coloring Hair

TASK: Apply Virgin Bleach

PERFORMANCE OBJECTIVE V-TECS 78

STANDARD: Hair should be bleached to desired level, resulting in the same color from scalp to hair ends, and should have a slightly porous texture.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Shampoo cape, bowl, and chair
- Shampoo
- Conditioner
- Towels
- Cotton
- Record card
- Combs
- Timer
- Clips
- Peroxide
- Lightener/bleach
- Rubber gloves
- Mixing bowl, applicator bottle
- Comb-out cape

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Examine hair and scalp.
   a. If hair and scalp appear healthy, proceed with application.
   b. If hair and scalp are not healthy, reschedule client for later appointment.
3. Discuss with client haircare service to be performed.
4. Drape client insuring complete protection for clothing.
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Assemble supplies and sanitized implements.
6. Section hair into four quarters:
   a. Center from hairline to center of napeline.
   b. Ear to ear.
7. Put on gloves before applying bleach.
8. Apply lightener/bleach as follows:
   a. Start at crown at back of head to allow for extra contact time.
   b. Apply in 1/8 inch.
   c. Apply to both top and underside of strand, starting about 1/2 to 1 inch from scalp and extending to point where hair shaft shows sign of damage.
   d. Continue application over all of hair.
   e. Work mixture into hair with fingers.
9. Test for color in approximately 15 minutes by removing mixture with damp cloth.

PERFORMANCE OBJECTIVE V-TECS 78 continued

10. Reapply mixture if color is not light enough.
    a. Use 1/8 inch partings and apply to scalp area and hair ends for sufficient amount of time.
    b. Test frequently.
11. When desired color is reached, rinse and shampoo lightly with cool water.
12. Dry hair and examine for breakage.
13. Apply toner.
14. Style hair.
15. Allow client to view hair with hand mirror.
16. Complete record card.
17. Give ticket for charges to client or escort client to front and inform receptionist of charges.
18. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss how hair lighteners are used and the effects of lighteners.
2. Explain problems in using hair lighteners.
3. Demonstrate the types of lighteners used in lightening hair.
4. Show how to perform a patch test.
5. Select the strength of hydrogen peroxide and explain its uses.

RESOURCES

Roux Laboratories, Jacksonville, Florida.
Clairol Company, New York.
Dalton. **The Professional Cosmetologist**, pp. 196-216.
Barrett. **The Van Dean Manual**, pp. 214-220.

EVALUATION

Written Questions

1. Why is it important to apply a lightener one half inch from scalp to one inch of hair ends?
2. Name at least four types of lighteners.

Answers

1. Because of body heat at scalp and the ends are more porous.
2. Oil lightener, cream lightener, powder lightener, paste lightener.

Practical Application

Use a model and demonstrate proper application of lightener. Perform the proper mixing of the types of hair lighteners. Identify the stages of lightening.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Bleaching and Coloring Hair

TASK: Create Special Hair Color Effects

PERFORMANCE OBJECTIVE V-TECS 79

STANDARD: Hair must be colored with special effects (frosting, highlighting, tipping) as desired by client and must be left in a healthy, conditioned state.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Hair color, peroxide
Brush for color application
Rubber gloves
Shampoo cape, chair, bowl
Frosting cap, hair spray
Normalizing conditioner
Timer
Towels
Crochet hook

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Examine hair and scalp.
   a. If hair and scalp appear healthy, proceed with application.
   b. If hair and scalp are not healthy, reschedule client for later appointment.
3. Discuss with client haircare service to be performed.
4. Drape client insuring complete protection for clothes.
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Assemble supplies and sanitized implements.
6. Gently brush through hair to detangle.
*** 7. Perform sensitivity test.
   a. Place some color solution on elbow fold.
   b. Wait 10-15 minutes and check for any redness, swelling or blisters.
   c. If test is positive, do not proceed; if test is negative, continue.
8. Depending on hair color effect desired by client, select
   a. Frosting
      (1) Put frosting cap on client's head.
      (2) Pull hair through holes in cap using crochet hook.

*** The State of South Carolina Law regulates 24 hours instead of 10 to 15 minutes.

(3) Put on rubber gloves.
(4) Apply bleach.
(5) Place plastic cap on client's head, covering hair.
(6) Place client under heated dryer until desired lightness occurs.
(7) Rinse bleach from hair.
(8) Apply toner if needed and time for prescribed time.
(9) Remove cap and rinse thoroughly.
(10) Apply normalizing conditioner for 3 minutes.
(11) Rinse, blot, and cut or style.

b. Highlights (painting or combing through).
(1) Put on rubber gloves.
(2) Prepare and apply color/bleach for highlighting, selecting areas of hair to be highlighted using a paint brush or by combing mixture through.
(3) Set timer for desired time.
(4) If more mixture is needed to bring up highlights, add to existing mixture already on hair.
(5) When desired highlighting effects have been achieved thoroughly rinse color mixture out of hair.
(6) Apply normalizing conditioner to hair for 3 minutes.
(7) Rinse, blot dry, and cut or style.

c. Tipping the hair ends with color/bleach.
(1) Take sections 2 inch wide by 1 inch partings all over head teasing each section at the base and spraying hair spray to top section.
(2) Use a hair dryer to dry each section so that they literally stand up.
(3) Put on rubber gloves.
(4) Apply bleach mixture or color mixture to 1 inch of the ends applying it on both front and back sections of partings.
(5) Set timer for desired time.
(6) When desired effect has been achieved, thoroughly rinse mixture out of hair.
(7) Apply normalizing conditioner for 3 minutes and set timer.
(8) Rinse, towel blot, and cut or style.
(9) Allow client to view hair with hand mirror.
(10) Complete record card.
(11) Clean and reorganize work area.

LEARNING ACTIVITIES

1. Define frosting, tipping, highlighting.
2. Explain the difference among the three special effects.
3. Explain the similarities among the three special effects.
4. Describe the economical benefits to life of procedure.
5. Discuss the reading assignment.

PERFORMANCE OBJECTIVE V-TECS 79 continued

RESOURCES

Barrett. **The Van Dean Manual**, pp. 225-227.
Franco, et. al. **The World of Cosmetology**, pp. 327-365.

EVALUATION

Written Questions

1. Define frosting, highlighting, and tipping.
2. Why is it important to perform a sensitivity test before administering color to create special hair color effects?

Answers

1. Frosting= to lighten or darken small selective strand of hair over the entire head to blend with the rest of the hair.
   Highlighting= streaks of hair used for haloing and framing where the individual wants the highlights.
   Tipping= similar to frosting, but the darkening or lightening is confined to small strands of hair at the front of the head.
2. To make sure there is a negative reaction.

Practical Application

Using a model, perform the different special hair color effects and identify the procedure for each effect.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Bleaching and Coloring Hair

TASK: Apply Weekly Color Rinse to Hair

PERFORMANCE OBJECTIVE V-TECS 80

STANDARD: Hair color must be shade requested by client and must be applied so that client is satisfied with the results.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and chair
Shampoo
Towels
Timer
Weekly color rinse
Wide toothed comb
Rubber gloves
Styling chair

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Examine hair and scalp.
   a. If hair and scalp appear healthy, proceed with application.
   b. If hair and scalp are not healthy, reschedule client for later appointment.
3. Discuss with client haircare service to be performed and rinse to be used.
4. Drape client, insuring complete protection for clothing.
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Assemble supplies and sanitized implements.
6. Seat client at shampoo bowl and shampoo hair.
7. Reseat client in styling chair and towel blot hair to remove excess moisture.
8. Apply temporary rinse to entire head beginning at front hairline and combing it through to crown to nape area.
9. Insure that entire area to be covered is saturated, using comb for thorough application.
10. Leave rinse on for time to reach desired shade.
11. Rinse hair thoroughly at end of coloring period.
12. Cut and style hair in usual manner.
13. Allow client to view hair with hand mirror.
14. Give ticket for charges to client or escort client to front and inform receptionist of charge.
15. Complete record card.
16. Clean and reorganize work area.

PERFORMANCE OBJECTIVE V-TECS 80 continued

LEARNING ACTIVITIES

1. Discuss the reasons for and advantages of temporary color.
2. Describe the economical benefit of the procedure.
3. Discuss the different types of temporary color.
4. Show the different colors that can be performed on a patron.
5. Assign each student a model to perform this service.

RESOURCES

Barrett. **The Van Dean Manual**, pp. 197-198.

EVALUATION

Written Questions

1. Define temporary color.
2. Name the five types of temporary color.

Answers

1. They are composed of large colored molecules that are of acid and chemical composition and are unable to penetrate the corticle layer and the molecules can only be trapped behind the cuticle layer.

2. Color rinses, crayons, color cremes, color sprays, mascara.

Practical Application

Use a model to demonstrate the proper technique for temporary color. Identify different shades used for different types of hair. Explain the results of temporary color.

Method of Evaluating Practical Application

Observation by instructor using the performance guide.

DUTY: Bleaching and Coloring Hair

TASK: Tint Eyebrows

PERFORMANCE OBJECTIVE V-TECS 81

STANDARD: Eyebrows must be tinted to shade desired by client observing all safety precautions for eye protection.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Towels
- Cotton balls
- Cotton tipped applicator
- Stain remover
- Moisturizer
- Reclining chair
- Cape
- Petroleum jelly
- Professional conditioning solution (No. 1)
- Professional eyebrow tint (No. 2)

PERFORMANCE GUIDE

1. Seat client in comfortable position.
2. Select brown or black tint according to client preference.
3. Arrange supplies.
4. Adjust client in a reclining position at a 45 angle.
5. Drape client.
6. Cover client's neck and chest with a towel.
7. Instruct client to keep eyes tightly closed.
8. Using cotton balls, wash eyebrows with mild shampoo and warm water.
9. Rinse eyebrows with lukewarm water.
10. Apply petroleum jelly around eyebrows, being careful not to coat hairs which are to be tinted.
11. Using a cotton tipped applicator, apply conditioning solution (No. 1 as provided by manufacturer) to one eyebrow, following natural browline.
12. Reapply conditioning solution against browline.
13. Using a clean applicator, repeat Steps 11 and 12 on other eyebrow.
14. Let conditioner dry for approximately 5 minutes.
15. With new cotton tipped applicator, apply tint to one eyebrow, following the natural browline (No. 2 as provided by manufacturer).
16. Reapply tint against browline.
17. Repeat Steps 15 and 16 on the other eyebrow.
18. Remove any tint from skin with cotton ball or cotton tipped applicator and stain remover.
19. Wash and rinse eyebrows with mild shampoo and lukewarm water.
20. Apply moisturizer to brow area.
21. Remove cape.
22. Allow client to view eyebrows with hand mirror.
23. Give ticket for charges to client or escort client to front and inform receptionist of charge.

PERFORMANCE OBJECTIVE V-TECS 81 continued

24. Complete client record card.
25. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the difference between eyebrow tint procedures and regular hair color service.
2. Discuss the importance of safety precautions concerning the patron.
3. Demonstrate procedures used in eyebrow tinting.
4. Emphasize the importance of your safety precautions.
5. Demonstrate the professional conditioning solution #1 and professional eyebrow tint #2.

RESOURCES

Roux Laboratories, Jacksonville, Florida.
Barrett. **The Van Dean Manual**, pp. 321-340.

EVALUATION

Written Questions

1. Name two safety precautions in eyebrow tinting.
2. What is the purpose of petroleum jelly when tinting eyebrows?

Answers

1. Protect eyes, do not tweeze brows before tinting.
2. To help prevent color from staining the skin.

Practical Application

Using a model, demonstrate the proper procedure of eyebrow and eyelash tinting. Describe the two professional conditioning solutions #1 and #2.

Method of Evaluating Practical Application

Observation by the instructor using the Checklist Performance Objective 81.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 81 EVALUATION

PERFORMANCE TEST FOR LASH AND BROW TINTING

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Tint lashes and brows.

DIRECTIONS TO EVALUATOR: Observe the student giving a lash and brow tint. Pay close attention to items to be evaluated. Be sure that student observes all safety precautions. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. Student has assembled materials and supplies		
2. Student applies protective cream and shield		
3. The student has used proper techniques in application of solutions		
4. Student has followed manufacturer's directions in use of product		
5. Student has removed all stains and protective creams		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Bleaching and Coloring Hair

TASK: Tint Beard and Mustache*

PERFORMANCE OBJECTIVE V-TECS 82

STANDARD: Beard and mustache must be tinted with semi-permanent tint to color desired by client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Mild shampoo	Applicator bottle
Towels	Color stain remover
Rubber gloves	Semi-permanent tint
Shampoo bowl, cape, and hair	Beard and mustache comb
Neutralizing rinse	Cotton
Water	Record card

PERFORMANCE GUIDE

1. Seat client in comfortable position.
2. Discuss with client service to be performed.
3. Drape client insuring complete protection for clothes.
4. Organize supplies and equipment and select tint.
5. Adjust client's chair to a slightly reclining position.
6. Place a clean towel under client's head and put on protective gloves.
7. Using an applicator bottle, apply tint to beard and mustache.
8. Gently work tint through beard and mustache until thoroughly saturated.
9. Test for color development by wiping tint from a selected area with dry cotton.
10. Reapply tint to tested area.
11. Repeat Steps 9 and 10 until desired tinting action has been reached.
12. When color has developed, move client to a standing position, facing shampoo bowl.
13. Instruct client to lean forward, and position head over shampoo bowl.
14. Gently spray warm water on the beard and mustache, using your hand to protect upper face from water.
15. Work the tint and water into a lather.
16. Gently rinse tint from beard and mustache until water runs clear.
17. Apply a small amount of neutralizing rinse to beard and mustache.
18. Rinse thoroughly.
19. Using a clean towel, pat beard and mustache dry.
20. If necessary, remove stain from skin with a cotton ball moistened with color stain remover.

*The South Carolina State Board of Cosmetology does not allow this service in South Carolina.

PERFORMANCE OBJECTIVE V-TECS 82 continued

21. Go over affected area with a towel saturated with tepid water.
22. Comb beard and mustache.
23. Allow client to view board and mustache with hand mirror.
24. Give ticket for charges to client or escort client to front and inform receptionist of charge.
25. Fill out record card.
26. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Describe how the beard and mustache tint is applied.
2. Illustrate the position the client must be in for the tinting service.
3. Discuss all safety measures regarding the application of tint around face and nose.
4. Explain the proper way to remove color to avoid discomfort.
5. Have students read the manufacturer's instructions and discuss.

RESOURCES

Manufacturer's instructions

EVALUATION

Written Questions

1. Of the three classifications of color, which is advised for tinting beard and mustache?
2. What position should a client be standing when removing semi-permanent color from the face?

Answers

1. Semi-permanent color
2. A standing position facing the shampoo chair.

DUTY: Bleaching and Coloring Hair

TASK: Remove Hair Color from Skin

PERFORMANCE OBJECTIVE V-TECS 83

STANDARD: Client must have all traces of hair color removed from skin.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Hair color remover if needed
Towel
Plastic cape

PERFORMANCE GUIDE

1. During application of hair color, remove excess color from client's skin around hairline, neck and ears.
2. If there is color stain on client's skin, take some hair color before it has been removed from hair and rub onto stain areas:
   a. Gently massage the stained area with the hair color until it appears to have removed the stain.
   b. Using warm water, rinse hair color from hair and skin areas.
   c. If this method does not work, try using a color remover on the stained skin.

   (Note: Do not use cold water as this will set the stain even more so.)
3. Cut and style in usual manner.

LEARNING ACTIVITIES

1. Discuss different products used for color removal.
2. Discuss different products used to help prevent color from staining skin.
3. Illustrate preventive measures that can be taken for preventing excessive stains.
4. Explain the steps in the performance guide.
5. Explain why hair color is used to remove the stain.

RESOURCES

Roux Laboratories, Jacksonville, Florida.

EVALUATION

Written Questions
1. Why is cold water not used to rinse the skin for stains?
2. Name one preventive measure to help prevent skin from staining.

Answers
1. Cold water sets the color in the skin.
2. Petroleum jelly.

PERFORMANCE OBJECTIVE V-TECS 83 continued

Practical Application

Using a model, demonstrate the proper technique in removing hair color from skin.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Bleaching and Coloring Hair

TASK: Remove Artificial (permanent/semi-permanent) Color From Hair

---

PERFORMANCE OBJECTIVE V-TECS 84

STANDARD: Artificial color must be removed from client's hair, restoring hair to original color while protecting from possible damage.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Shampoo cape, bowl, and chair
- Towels
- Rubber gloves
- Mixing bowl
- Plastic cap
- Conditioner
- Commercial tint or color remover
- Shampoo
- Applicator brush
- Clips
- Styling chair

PERFORMANCE GUIDE

1. Seat client in comfortable position at a convenient height for cosmetologist.
2. Examine hair and scalp.
   a. If hair and scalp appear healthy, proceed with application.
   b. If hair and scalp are not healthy, reschedule client for later appointment.
3. Discuss with client service to be performed.
4. Drape client insuring complete protection for clothes.
5. Assemble supplies and sanitized implements.
6. Section hair into four parts.
   a. Ear to ear.
   b. Center of front hairline to center of napeline.
7. Put on rubber gloves.
8. Mix color removal solution according to manufacturer's directions.
9. Starting at back, right hand panel, subdivide section into 1/4 inch strands.
10. Using an applicator brush, apply color remover to first strand.
11. Follow Steps 9 and 10 until entire head has been covered.
12. Test first strand immediately after remover has been applied to all hair.
13. Place plastic cap on client's head, covering hair completely.
14. Test removal process frequently.
15. When color has been removed, shampoo and rinse hair gently, using lukewarm to cool water.
16. Apply conditioner.
17. Towel dry hair.
18. Style hair in usual manner.
19. Allow client to view hair with hand mirror.
20. Give ticket for charges to client or escort client to front and inform receptionist of charges.

PERFORMANCE OBJECTIVE V-TECS 84 continued

21. Complete record card.
22. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Demonstrate procedures for the removal of artificial color from hair.
2. Explain the removal of aniline derivative tints with commercial products.
3. Review the safety precautions involved in this procedure.
4. Discuss the importance of each color removal treatment being handled as an individual problem. NOTHING CAN BE TAKEN FOR GRANTED.
5. Review reading assignment.

RESOURCES

Barrett. **The Van Dean Manual**, pp. 228.

EVALUATION

Written Questions

1. Why is it sometimes necessary to remove only a section of artificial color from the hair?
2. What is the main ingredient in color removal?

Answers

1. To correct previous tinting treatment or to apply a new shade.
2. Hydrogen Peroxide, acids, sodium hydrosulfide and a mixture of suffonated oils.

Practical Application

Using a model, remove artificial (permanent/semi-permanent) color from hair and identify the results.

Method of Evaluating Practical Application

Observation by instructor using the Performance Guide as Checklist.

CARING FOR SKIN, HANDS AND FEET

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Give Facials

PERFORMANCE OBJECTIVE V-TECS 85

STANDARD: Client should experience relaxation and stimulation from the massage and soothing effects from the application of creams. Makeup should be applied in an attractive and flattering style.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Reclining chair, cleaning lotion
Emollient cream, towels
Astringent lotion, cleaning tissues
Facial mask, mirror, wood lamp
Head bands, spatulas, cotton pads
Makeup tray, eye pads, steaming or misting machine

PERFORMANCE GUIDE

1. Seat client in comfortable position.
2. Discuss with client service to be performed.
3. Prepare client by
   a. Removing jewelry.
   b. Adjusting headrest.
   c. Lowering chair to reclining position.
4. Assemble supplies, implements, and equipment.
5. Place towel around client's hairline.
6. Remove makeup.
   a. Dab small amounts of cleansing cream on client's cheeks, chin, forehead, nose, neck, and eyelids.
   b. Work in circular motions and spread cleansing cream over entire face.
   c. Let cream set 3 to 5 minutes.
   d. Remove by using a cotton towel moistened with warm water.
7. Analyze skin.
8. Open pores by using steamer or mister.
   (Note: Follow directions accompanying equipment.)
9. Extract milia (whiteheads) manually or with machine.
10. Apply astringent.
11. Apply emollient cream and massage facial skin for 15 to 20 minutes as follows:
    a. Lift chin up.
    b. Use outward motions on the cheeks and mouth; downward motions on the nose area.
    c. Rotate pressure upward at the forehead and inward at the eyes.
12. Remove emollient cream with warm towels.

PERFORMANCE OBJECTIVE V-TECS 85 continued

14. Apply facial mask.
    (Note: Follow directions concerning removal of mask.)
15. Apply foundation and makeup.
16. Give client opportunity to view finished application with hand mirror.
17. Give ticket for charges to client or escort client to front and inform receptionist of charge.
18. Complete record card.
19. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain the difference between implements, supplies and equipment used to give a facial.
2. Discuss with students how to counsel with client as to service needed.
3. Describe the preparation of a client for a facial.
4. Demonstrate the procedure of a facial.
5. Show students how to apply foundation and makeup.
6. Illustrate how to prepare ticket for charges.
7. Explain client record card.
8. Emphasize cleaning and re-organizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 305-309.
Barrett. **The Van Dean Manual**, pp. 301-312.

EVALUATION

Practical Application

Administer a facial with at least 90% accuracy. Refer to Checklist Performance Objective 85.

Method of Evaluating Practical Application

Use the Checklist Performance Objective 85 and observe for accuracy.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 85 EVALUATION

PERFORMANCE TEST FOR A FACIAL

Student's Name _____ Date _____

DIRECTIONS TO STUDENT: Use checklist to evaluate a classmate's performance on administering a facial.

DIRECTIONS TO EVALUATOR: Observe the student. See that all steps were followed in administering a facial. A score of 90% is required for competency.

ITEMS TO BE EVALUATED	YES	NO
1. Prepare client for a facial		
2. Examine client's skin		
3. Apply cleansing cream		
4. Remove cleansing cream		
5. Analyze the skin		
6. Open the pores		
7. Extract milia		
8. Apply astringent lotion		
9. Apply emollient cream and give manipulations		
10. Remove emollient cream		
11. Apply astringent lotion		
12. Apply facial mask		
13. Apply foundation and makeup		
14. Give ticket for charges		
15. Complete record card		
16. Clean and reorganize work area		

Approved: Yes___ No___

Evaluator's Signature _____ Date _____

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Apply Facial Makeup

PERFORMANCE OBJECTIVE V-TECS 86

STANDARD: Facial makeup must be applied as desired by client, in an attractive and flattering style, minimizing poor features and emphasizing good features.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Cleansing cream
Astringent
Foundation
Eyeliner
Lipstick
Cheek color or blush
Powder
Towels
Spatulas
Sanitizer
Cotton balls
Moisturizer
Eyeshadow, mascara
Variety of applicator brushes
Reclining chair

PERFORMANCE GUIDE

1. Seat client in comfortable position.
2. Discuss with client service to be performed.
3. Prepare client by
   a. Removing jewelry.
   b. Adjusting headrest.
   c. Lowering chair to reclining position.
4. Assemble supplies, implements, and equipment.
5. Place towel around client's hairline.
6. Remove makeup.
   a. Dab small amounts of cleansing cream on client's cheeks, chin, forehead, nose, neck, and eyelids.
   b. Work in circular motions and spread cleansing cream over entire face.
   c. Let cream set 3 to 5 minutes.
   d. Remove by using a cotton towel moistened with warm water.
7. Analyze skin.
8. Saturate cotton ball with astringent and gently rub over facial area.
9. Apply moisturizer.
   a. Using clean spatula, dab a small amount on forehead, cheeks, neck, and chin.
   b. Using fingertips, smooth moisturizer over facial area.
10. Apply foundation following the technique for application in Steps 9a. and b.
11. Set foundation with loose face powder using a large makeup brush or puff.

PERFORMANCE OBJECTIVE V-TECS 86 continued

12. Apply highlighting eye color to browbone and darker eye color to lid area using a small makeup brush on sponge tipped applicator. (Note: Technique may vary according to eye shape and size.)
13. Give client opportunity to view finished application with hand mirror.
14. Give ticket for charges to client or escort client to front and inform receptionist of charge.
15. Complete record card.
16. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss preparation of client for facial makeup.
2. Stress the importance of a client consultation.
3. Explain preparation of assembling supplies, implements, and equipment.
4. Demonstrate procedure for removing makeup.
5. Emphasize the necessity of skin analysis.
6. Demonstrate procedure for applying makeup.
7. Show technique used to apply eyecolor.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 319-327.
Barrett. **The Van Dean Manual**, pp. 321-329.
Franco, et. al. **The World of Cosmetology**, pp. 46-57.

EVALUATION

Written Questions

1. What is the purpose of facial makeup?
2. Why is the foundation or base important in facial makeup?

Answers

1. Makeup is applied to the face for the purpose of improving its appearance. The main objective is to emphasize good facial features and minimize defects.
2. Proper application of foundation creates a pleasing facial contour; evens out skin color; provides a base for color harmony; conseals minor imperfections; protects the skin against soil, wind and weather.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Apply Eyelashes

PERFORMANCE OBJECTIVE V-TECS 87

STANDARD: Individual synthetic eyelashes must be applied to create longer and fuller eyelashes as desired by client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Tray of synthetic lashes
- Eyelash adhesive
- Tweezers
- Eye makeup remover
- Adhesive tray
- Manicure scissors
- Adjustable lamp
- Cotton swabs
- Sanitizer
- Reclining chair

PERFORMANCE GUIDE

1. Seat client in comfortable position.
2. Discuss with client service to be performed.
3. Assemble supplies, implements, and equipment.
4. Adjust chair to reclining position and insure that client is comfortable and has face illuminated.
5. Remove all eye makeup.
   (Note: If eyelashes are not clean, eyelash adhesive will not adhere properly.)
6. Place a small amount of adhesive in adhesive tray.
   (Note: Adhesive dries quickly.)
7. Using tweezers, remove an eyelash from the tray holding the lash as close to the bulb as possible.
8. When the lash is out of the tray, move the tweezer past the center of the lash.
9. Barely dip underside of lash into adhesive.
   (Note: If too much adhesive is picked up, brush off excess with fingertip.)
10. Place lash at the outer corner of the left eye, on top of natural lashes and as close to natural lashline as possible.
    (Note: Lash is held in tweezers at the same angle that it will be placed on natural lash.)
11. Following the procedure outlined in Steps 7 through 10, continue placing lashes side by side from outer to inner corner of the left eye.
12. Follow Steps 7 through 11, and place lashes on the right eye.
    (Note: The first two to three lashes and last two to three lashes applied should be shorter.)
13. Prepare to apply bottom lashes by having client sit up and face you.
14. Trim synthetic lashes to shorter length.

PERFORMANCE OBJECTIVE V-TECS 87 continued

15. Follow the same procedure for applying bottom lashes as outlined in Steps 7 through 12.
    (Note: More adhesive may be needed for lower lashes.)
16. Have client hold eyes open for a few extra seconds to allow adhesive to dry.
17. Give client opportunity to view finished eyelashes with hand mirror.
18. Discuss maintenance of eyelashes with client.
19. Give ticket for charges to client or escort client to front and inform receptionist of charge.
20. Complete record card.
21. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss cosmetologist-client consultation of service to be performed.
2. Discuss proper chair adjustment.
3. Explain importance of removing eye makeup.
4. Discuss amount of adhesive to prepare for use.
5. Demonstrate procedure for applying individual eyelashes.
6. Explain how to trim lashes to shorter length.
7. Stress reason for client to hold eyes open a few extra seconds.
8. Illustrate how to prepare ticket for charges.
9. Explain completion of record card.
10. Emphasize cleaning and reorganizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 343-347.

EVALUATION

Written Questions

1. What great advantage do the wearers of semi-permanent false eyelashes enjoy?
2. Why do oily eyelids present a problem in the application of false eyelashes?

Answers

1. Wearers can participate in all normal activities with the same freedom as with natural eyelashes.
2. Oily eyelids present a problem because the oil dissolves the adhesive and the lashes fall off.

DUTY: Bleaching and Coloring Hair

TASK: Apply Virgin Bleach

PERFORMANCE OBJECTIVE V-TECS 78

STANDARD: Hair should be bleached to desired level, resulting in the same color from scalp to hair ends, and should have a slightly porous texture.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Shampoo cape, bowl, and chair
Shampoo
Conditioner
Towels
Cotton
Record card
Combs
Timer
Clips
Peroxide
Lightener/bleach
Rubber gloves
Mixing bowl, applicator bottle
Comb-out cape

PERFORMANCE GUIDE

1. Seat client in a comfortable position at a convenient height for hairdresser.
2. Examine hair and scalp.
   a. If hair and scalp appear healthy, proceed with application.
   b. If hair and scalp are not healthy, reschedule client for later appointment.
3. Discuss with client haircare service to be performed.
4. Drape client insuring complete protection for clothing.
   a. Place towel or neckstrip around neck.
   b. Place cape on client and adjust neck to fit.
5. Assemble supplies and sanitized implements.
6. Section hair into four quarters:
   a. Center from hairline to center of napeline.
   b. Ear to ear.
7. Put on gloves before applying bleach.
8. Apply lightener/bleach as follows:
   a. Start at crown at back of head to allow for extra contact time.
   b. Apply in 1/8 inch.
   c. Apply to both top and underside of strand, starting about 1/2 to 1 inch from scalp and extending to point where hair shaft shows sign of damage.
   d. Continue application over all of hair.
   e. Work mixture into hair with fingers.
9. Test for color in approximately 15 minutes by removing mixture with damp cloth.

PERFORMANCE OBJECTIVE V-TECS 78 continued

10. Reapply mixture if color is not light enough.
    a. Use 1/8 inch partings and apply to scalp area and hair ends for sufficient amount of time.
    b. Test frequently.
11. When desired color is reached, rinse and shampoo lightly with cool water.
12. Dry hair and examine for breakage.
13. Apply toner.
14. Style hair.
15. Allow client to view hair with hand mirror.
16. Complete record card.
17. Give ticket for charges to client or escort client to front and inform receptionist of charges.
18. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss how hair lighteners are used and the effects of lighteners.
2. Explain problems in using hair lighteners.
3. Demonstrate the types of lighteners used in lightening hair.
4. Show how to perform a patch test.
5. Select the strength of hydrogen peroxide and explain its uses.

RESOURCES

Roux Laboratories, Jacksonville, Florida.
Clairol Company, New York.
Dalton. **The Professional Cosmetologist**, pp. 196-216.
Barrett. **The Van Dean Manual**, pp. 214-220.

EVALUATION

Written Questions

1. Why is it important to apply a lightener one half inch from scalp to one inch of hair ends?
2. Name at least four types of lighteners.

Answers

1. Because of body heat at scalp and the ends are more porous.
2. Oil lightener, cream lightener, powder lightener, paste lightener.

Practical Application

Use a model and demonstrate proper application of lightener. Perform the proper mixing of the types of hair lighteners. Identify the stages of lightening.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Remove Hair Using Wax Depilatory

PERFORMANCE OBJECTIVE V-TECS 89

STANDARD: All unwanted hair should be removed using wax depilatory without undue physical discomfort to client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Reclining chair	Towels
Powder	Astringent
Lotion	Waxing cloth strips
Wax depilatory	Mirror
Spatulas	Wax

PERFORMANCE GUIDE

1. Preheat wax approximately one hour before service.
2. Seat client to reclining position.
3. Discuss with client service to be performed.
4. Cover client's upper chest and neck with a towel.
5. Clean and dry skin area to be waxed.
6. Test the heat of the wax.
7. Apply the wax using a spatula.
8. Brush on wax in the direction that the hair grows.
9. Apply waxing cloth strip pressing with palm of your hand also in direction of hair growth.
10. Pull waxing strip firmly and quickly off against the hair growth.
11. Apply pressure to previously waxed area.
12. Inspect to insure all unwanted hair has been successfully removed.
13. Apply lotion.
14. Give client opportunity to view treated area with hand mirror.
15. Give ticket for charges to client or escort client to front and inform receptionist of charges.
16. Complete record card.
17. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Discuss reason to heat wax prior to service.
2. Describe a client consultation.
3. Explain preparation of client.
4. Demonstrate procedure of removing unwanted hair using a wax depilatory.
5. Discuss purpose of applying a lotion to the treated area.
6. Discuss how to prepare ticket for charges.
7. Explain how to fill out record card.
8. Discuss reason for cleaning and reorganizing work area.

PERFORMANCE OBJECTIVE V-TECS 89 continued

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 354-355.
Barrett. **The Van Dean Manual**, pp. 346-347.
Franco, et. al. **The World of Cosmetology**, pp. 105-106.

EVALUATION

Written Questions

1. What are the six parts of the body where heated wax may be used?
2. Name three important safety precautions to observe when using heated wax.

Answers

1. Heated wax may be used on cheeks, chin, upper lip, nape area, arms and legs.
2. Three important safety precautions to observe are:
   a. To prevent burns, test temperature of wax
   b. Keep heated wax from running into patron's eyes or other unwanted areas
   c. Do not use heated wax under the arms, over warts, on moles, or over abrasions and irritated skin.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Remove Hair Using Electrolysis

PERFORMANCE OBJECTIVE V-TECS 90

STANDARD: Unwanted hair must be removed using electrolysis. Recommended machine operator and safety precautions must be observed.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Reclining chair
Fluorescent magnifying light
Cotton pledgets
After treatment lotion
Electrolysis machine
Antiseptic lotion
Eye pads, towel

PERFORMANCE GUIDE

1. Seat client in a comfortable position.
2. Discuss with client service to be performed.
3. Assemble and arrange supplies and equipment.
4. Adjust chair to a comfortable, reclining position.
5. Place a clean towel under client's head.
6. Adjust position of the operating arm of the electrolysis machine.
7. Cleanse area to be treated with antiseptic lotion.
8. Turn machine to "On."
9. Adjust magnifying light so there are no shadows on the area to be treated.
10. Insert needle on underside of the hair.
11. Slide needle slowly into the follicle alongside the hair root.
12. Depress foot pedal to charge current and release immediately.
13. Remove needle from follicle.
14. Gently remove hair with tweezers.
15. Repeat Steps 10 through 14 until procedure is completed.
16. Turn off machine and light.
17. Saturate a cotton pledget with after treatment lotion and apply to treated area.
18. Allow lotion to dry.
19. Apply antiseptic powder on top of lotion using cotton.
20. Give client opportunity to view treated area with hand mirror.
21. Give ticket for charges to client or escort client to front and inform receptionist of charges.
22. Complete record card.
23. Clean and reorganize work area.
24. Sanitize electrolysis needle.

PERFORMANCE OBJECTIVE V-TECS 90 continued

LEARNING ACTIVITIES

1. Discuss client consultation of service to be performed.
2. Explain preparation of client and assembling of supplies and equipment.
3. Discuss preparation of operating arm of electrolysis machine.
4. Show how to cleanse area to be treated with antiseptic lotion.
5. Discuss positioning of magnifying light.
6. Demonstrate how to insert needle and remove needle and hair from follicle.
7. Discuss after-treatment lotion to be used on treated area.
8. Show how to prepare ticket for charges.
9. Explain completion of record card.
10. Illustrate how to sanitize electrolysis needle.
11. Discuss importance of cleaning and reorganizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 351-353.
Barrett. **The Van Dean Manual**, pp. 342-344.

EVALUATION

Written Questions

1. What is electrolysis?
2. What factor determines the depth of the needle insertion?

Answers

1. Electrolysis is the process of removing hair permanently by means of electricity.
2. The coarseness of the hair determines the depth of the needle insertion.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Repair Nails

PERFORMANCE OBJECTIVE V-TECS 91

STANDARD: Nails must be repaired so that they appear undamaged.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Orangewood stick
Mending liquid
Cuticle pusher
Mending tissue
Polish remover
Manicure table and stools
Sanitizer

PERFORMANCE GUIDE

1. Assemble supplies and equipment.
2. Seat client comfortably at manicure table.
3. Confer with client concerning nail repairs to be made.
4. Cut a piece of mending tissue larger than the area to be mended.
5. Saturate mending tissue with mending liquid.
6. Position tissue over damaged area of nail.
7. Fold ends of tissue under nail with an orangewood stick.
8. Smooth wrinkles or bubbles from nail edge with rubber cuticle pusher moistened with nail polish remover.
9. Repeat Steps 4 through 8 if a second patch is necessary.
10. Let patch or patches dry completely.
11. Continue with manicure.

LEARNING ACTIVITIES

1. Explain the assembly of supplies and equipment.
2. Discuss preparation of client.
3. Discuss consultation of service to be rendered.
4. Demonstrate procedure to mend nail using mending tissue.
5. Discuss importance of smoothing out wrinkles.
6. Explain reason for letting nail dry completely before continuing with manicure.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 281.
Barrett. **The Van Dean Manual**, pp. 282-283.
Franco, et. al. **The World of Cosmetology**, p. 139.

PERFORMANCE OBJECTIVE V-TECS 91 continued

EVALUATION

- Written Questions
  1. List three general classifications of nail repair.
  2. For what purpose is nail wrapping used?

  Answers
  1. The three general classification of nail repair are:
     a. Capping of fragile nails
     b. Repairing of partially broken or split nails
     c. Reattaching tips that are broken off completely
  2. Nail wrapping is used to strengthen soft and fragile nails.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Give Manicures and Apply Nail Polish

PERFORMANCE OBJECTIVE V-TECS 92

STANDARD: Client's nails must be manicured so that nails are filed to desired length, buffed, and polished if desired; cuticles must be trimmed; hands/fingers massaged. Nail polish must be applied according to acceptable nail polishing techniques in a color that is satisfactory to client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Manicure table
- Table lamp
- Emery boards
- Towels
- Cotton
- Manicure implements
- Fingernail polisher
- Nail polish remover
- Massage cream
- Finger bowl
- Hot oil bowl
- Hot oil
- Cuticle remover
- Soaking liquid
- Buffing cream and buffer
- Manicured nails
- Base polish
- Colored polish
- Top coat polish
- Fine sable brush for application
- Orange stick
- Manicure table with clean towel spread across top
- Nail dry

PERFORMANCE GUIDE

1. Set up manicure table with all supplies and equipment within easy reach.
2. Seat client comfortably at manicure table.
3. Examine hands and nails and confer with client to determine nail needs.
4. Remove any polish.
5. File nails to desired length.
6. Prepare finger bowl with liquid soak or hot oil.
7. Place right hand in finger bowl and let soak for a few minutes.
8. Remove hand from water and apply cuticle remover to nails.
9. Using orangewood stick, push cuticles back and clip any excess.
10. Clean underneath nails.
11. Apply buffing cream and buff nails.
12. Remove excess cream with water or polish remover.
13. Give hand/finger massage using massage cream.
14. Wipe cream off nails.
15. Repeat Steps 7-15 for left hand.
16. Apply basecoat starting with thumb.
    a. Apply first stroke of polish on the center of nail from base to end.

PERFORMANCE OBJECTIVE V-TECS 92 continued

b. Apply second stroke to section to right of center from base to end.
c. Apply third stroke on section to left of center from base to end.
d. Repeat application on all fingernails of both hands.

17. Apply colored polish using same technique outlined in Step 15. (Note: If two coats are applied, let nails dry thoroughly between coats.)
18. Apply one coat of top protector polish observing technique outlined in Step 15.
19. Spray nail dry on each nail and allow to dry thoroughly.
20. Give ticket for charges to client or escort client to front and inform receptionist of charges.
21. Complete record card.
22. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain preparation of manicure table, supplies, and equipment.
2. Discuss client consultation as to personal nail needs.
3. Show how to remove old polish.
4. Discuss filing and shaping of the nails.
5. Demonstrate manicure procedure.
6. Illustrate procedure of applying base coat.
7. Discuss technique used to apply nail polish and top coat.
8. Explain use of nail dry.
9. Show how to prepare ticket for charges.
10. Discuss preparation of client's record card.
11. Explain purpose of cleaning and reorganizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 272-276.
Barrett. **The Van Dean Manual**, pp. 274-280.
Franco, et. al. **The World of Cosmetology**, pp. 124-138.

EVALUATION

Written Questions

1. Define manicuring.
2. What is the ideal nail shape?
3. Why should filing be done from corners to the center of the nail?
4. What is the purpose of the hand massage?

Answers

1. Manicuring is the care of the hands and nails.
2. The ideal nail shape is oval.
3. Filing with the growth of the nails avoids splitting.
4. The purpose of hand massage is to keep hands flexible, well-groomed, and smooth.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Attach Artificial Nails

PERFORMANCE OBJECTIVE V-TECS 93

STANDARD: Artificial nails must be securely attached to client's natural nails.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Emery board
Manicuring scissors
Adhesive remover
Artificial nails
Nail adhesive
Sanitizer
Manicure table and chair

PERFORMANCE GUIDE

1. Set up manicure table with all supplies and equipment within easy reach.
2. Seat client comfortably at manicure table.
3. Examine nails and confer with client to determine nail needs.
4. Give a regular manicure, excluding application of polish.
5. Slightly roughen nails with an emery board.
6. Select correct nail size to fit each finger.
7. Using manicuring scissors, trim the nail at the cuticle to fit the shape of the natural nail.
8. File the artificial nail to remove any sharp edges.
9. Apply a small amount of adhesive on the edges of the client's nail.
10. Excluding the tip, apply adhesive to the inside of the artificial nail.
11. Allow the adhesive to dry for 2 to 3 minutes.
12. Press artificial nail gently onto the natural nail, insuring that the base is touching the cuticule or is under it.
13. Hold the nail firmly in place for about a minute.
14. Wipe away any excess adhesive from tips and edges of nail, being careful not to disturb the nail position.
15. Repeat Steps 7 through 14 until all nails are secured.
16. Allow nails to dry completely.
17. Complete manicure by applying base coat, polish, and top coat, if desired by client.
18. Give ticket for charges to client or escort client to front and inform receptionist of charges.
19. Complete record card.
20. Clean and reorganize work area.

PERFORMANCE OBJECTIVE V-TECS 93 continued

LEARNING ACTIVITIES

1. Explain preparation of manicuring table, supplies and equipment.
2. Discuss manicure procedure.
3. Show how to roughen nails.
4. Discuss nail selection, size, and fit.
5. Illustrate technique used to trim nail to fit the shape of natural nail.
6. Demonstrate how to apply artificial nails.
7. Discuss reason for letting nails completely dry.
8. Demonstrate application of basecoat, polish, and top coat.
9. Explain preparation of ticket for charges.
10. Discuss completion of record card.
11. Discuss cleaning and reorganizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 283-285.
Barrett. **The Van Dean Manual**, pp. 285-286.

EVALUATION

Written Questions

1. For whom are artificial nails recommended?
2. What is the recommend length of time artificial nails can be worn?

Answers

1. Artificial nails are recommended for persons who cannot grow natural nails of the desired strength and length.
2. Manufacturers advise against wearing artificial nails for more than 48 hours to allow for natural nail growth.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Remove Artificial Nails

PERFORMANCE OBJECTIVE V-TECS 94

STANDARD: Artificial nails and nail adhesive must be removed without damaging natural nails.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Oily nail polish remover
Orangewood stick
Manicure table and stools
Cotton swabs
Adhesive remover
Mild soap and water

PERFORMANCE GUIDE

1. Set up manicure table with all supplies and equipment within easy reach.
2. Seat client comfortably at manicure table.
3. Confer with client to determine any special instructions.
4. Apply a small amount of nail polish remover around the edge of the nail with a cotton swab.
5. Gently lift artificial nail from side with an orangewood stick.
6. If needed, apply a small amount of adhesive remover to loosen adhesive.
7. Saturate cotton swab with adhesive remover and clean any surplus adhesive from natural nail after removal of artificial nail.
8. Repeat Steps 4 through 7 until all artificial nails are removed.
9. Wash client's hands and nails thoroughly.
10. Proceed with manicure if desired by client.
11. Give ticket for charges to client or escort client to front and inform receptionist of charges.
12. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain preparation of manicure table, supplies and equipment.
2. Discuss client consultation of service to be performed.
3. Discuss and show how to apply polish remover around edge of nail.
4. Demonstrate technique to follow in removing artificial nail.
5. Explain the removal of excess adhesive from natural nail.
6. Discuss conclusion of manicure.
7. Explain preparation of ticket for charges.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 284-285.
Barrett. **The Van Dean Manual**, p. 286.

PERFORMANCE OBJECTIVE V-TECS 94 continued

EVALUATION

Written Questions

1. How are artificial nails removed?
2. Can artificial nails be reused?

Answers

1. Artificial nails can be removed by applying a few drops of oily nail polish remover around edge of nail; then gently lift from side with orangewood stick.
2. Artificial nails can be reused with proper care.

DUTY: Caring for Skin, Hands, and Feet (Facials, Manicures and Pedicures)

TASK: Give a Pedicure

PERFORMANCE OBJECTIVE V-TECS 95

STANDARD: The customer's toenails must be filed or clipped to desired length and polished; cuticles must be trimmed; and feet massaged and buffed as needed.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Comfortable chair	Cotton
Foot bath and warm water	Two tissues
Foot massage cream	Towels
Pedicure implements	Footstool
Foot buffer for callouses	Timer
Nail polishes and remover	Cuticle remover

PERFORMANCE GUIDE

1. Prepare for pedicure
   a. Set up foot bath with warm water and soaking liquid.
   b. Set up implements within easy reach.
2. Seat client comfortably and examine feet and nails carefully.
3. Discuss with client footcare needs.
4. Remove any nail polish.
5. Place feet in foot bath and set timer for 15 minutes.
6. Remove right foot and towel dry at end of time.
7. Apply cuticle remover to cuticles of right foot.
8. Use orangewood stick to remove loose cuticle and to clean under nails.
9. Apply foot massage cream and perform massaging techniques on foot.
10. File or clip nails as needed.
11. Buff bottoms of feet if callouses are present.
12. Fold a tissue and weave in and out of toes for protection from polish.
13. Apply base, color, and top coat polishes.
    a. Apply first stroke of polish on center of nail from base to end.
    b. Apply second stroke to section to right of center, from base to end.
    c. Apply third stroke on section to left of center from base to end.
14. Apply nail dry.
15. Apply cream or lotion to foot once more.
16. Allow polish to dry.
17. Follow same procedure for left foot.
18. Remove tissues when nails are dry.
19. Give ticket for charges to client or escort client to front and inform receptionist of charges.

PERFORMANCE OBJECTIVE V-TECS 95 continued

20. Complete record card.
21. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain preparation of foot bath liquid and implements used in pedicures.
2. Discuss client consultation.
3. Discuss polish removal.
4. Describe a foot bath.
5. Demonstrate procedure for pedicure.
6. Describe toenail filing technique.
7. Show how to buff callouses.
8. Illustrate folding and placing tissue between toes.
9. Demonstrate application of base coat and color and top coat.
10. Discuss application of nail dry.
11. Explain preparation of ticket for charges.
12. Discuss record card completion.
13. Explain purpose of cleaning and reorganizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 286-289.
Barrett. **The Van Dean Manual**, pp. 288-290.
Franco, et. al. **The World of Cosmetology**, pp. 142-143.

EVALUATION

Written Questions

1. What is meant by pedicuring?
2. How does the professional weekly pedicure and foot and leg massage benefit the patron?

Answers

1. Pedicuring is the professional care of the feet, legs and toenails.
2. A weekly pedicure gives the toes a well-groomed appearance. Foot baths prevent rough, harsh heels, and foot and leg massage increases circulation and keep the skin smooth and soft.

PERFORMING WIG SERVICES

DUTY: Performing Wig Services

TASK: Order Custom-Made Wig or Hairpiece

PERFORMANCE OBJECTIVE V-TECS 96

STANDARD: Custom-made wig or hairpiece must be ordered which fits and meets client's approval.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Tape measure
- Shears
- Record card
- Tape
- Order form
- Chair
- Clear, plastic wrap
- Laundry pencil
- Transparent mending tape
- Two-sided tape
- Rubbing alcohol or aftershave lotion

PERFORMANCE GUIDE

1. Seat client comfortably.
2. Ascertain through analysis and discussion with client the type of wig or hairpiece desired.
3. Prepare a pattern for base of hairpiece.
   a. Cut a piece of clear, plastic wrap approximately 24 to 30 inches in length.
   b. Place plastic wrap tightly over client's head, molding to fit the head, and tie under chin, similar to the way a scarf is tied.
   c. Insure that wrap adheres to head in a smooth, even fashion.
   d. For pattern base, outline bald spot with laundry marking pencil. (Note: Allow 1/8 inch gap between outline markings and scalp where hair growth exists.)
   e. Mark direction of hair growth around inside perimeter of outline previously drawn.
   f. Mark desired hair part.
   g. Cover outlined area with clear mending tape extending tape an inch or two past outlined area.
      (1) Arrange tape by layering strips over top of scalp and down sides.
      (2) Beginning at top center of scalp and continuing to desired hairline marking at forehead, layer tape strips over head so they curve toward ears and temple.
      (3) Beginning at top center of scalp and continuing to desired hairline marking at back of head, layer tape strips over head curving toward ears.
   i. Remove clear plastic wrap and cut pattern out following outside marking.

PERFORMANCE OBJECTIVE V-TECS 96 continued

4. Take measurements for wig.
   a. Measure circumference of client's head.
   b. Measure from hairline at middle of forehead, over top, to center of napeline.
   c. Measure from ear to ear, over top of head.
   d. Measure from ear to ear, across forehead.
   e. Measure from temple to temple, directing tape across the crown.
   f. Measure across nape of neck to determine the width of the napeline.
   g. Record all head measurements on record card and on manufacturer's order form.
   h. Cut small sample of client's clean hair from nape area, and secure to order form with tape.
5. Complete order form for wig or hairpiece specifying desired hair shade, quality of hair (synthetic or human), length of hair, and type of hair part and hair pattern.
6. Duplicate all information for hairdresser's file.
7. When wig or hairpiece is received, schedule appointment for client.
8. Trim and style hairpiece or wig.
   a. Wig
      (1) Place on client's head to insure fit.
      (2) Trim and style as client desires.
   b. Hairpiece
      (1) Place on client's head to insure fit.
         (a) Wipe bald area with rubbing alcohol or aftershave lotion.
         (b) Adhere hairpiece with two-sided tape.
      (2) Trim
         (a) Remove bulk using scissors.
         (b) Blend hairpiece with client's hair using blending shears.
         (c) Complete blending using razor.
9. Instruct client concerning care of hairpiece or wig.
10. Allow client to view hair.
11. Give ticket for charges to client or escort to front and inform receptionist of charges.

LEARNING ACTIVITIES

1. Demonstrate how to measure a patron properly for a well fitted wig.
2. Explain the procedure for ordering the wig.
3. Demonstrate adjusting techiques.
4. Show how to fill out order form and discuss the importance of keeping a copy on file.
5. Explain how to analyze the hair for the desired shade.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 133-134.
Barrett. **The Van Dean Manual**, p. 144.

PERFORMANCE OBJECTIVE V-TECS 96 continued

EVALUATION

Written Questions

What specific information must be obtained when ordering a wig for a patron?

Answer

Proper measurements, length of hair, shade of hair, and type of hair part and pattern.

Practical Application

Use a model and obtain the proper measurements for a custom-made wig. Place these specifications on an order form provided by the teacher.

Method of Evaluating Practical Application

Check order form specifications with the model the student used for correct response.

DUTY: Performing Wig Services

TASK: Shampoo Human Hair Wig or Hairpiece

PERFORMANCE OBJECTIVE V-TECS 97

STANDARD: Wig or hairpiece must have all dust, dirt, and hairspray removed without damage to wig or hairpiece and must be returned to original size and shape.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Canvas wig block
Plastic
Wig brush
Cotton balls
Rubber gloves
Glass or porcelain bowl
Liquid cleaner
T-pins

PERFORMANCE GUIDE

1. Cover block with plastic to protect canvas.
2. Block wig using T-pins.
3. Remove back combing if necessary.
4. Directing hair off hairline, brush hair to remove dirt or hairspray.
5. Outline size and shape of wig or hairpiece with T-pins.
   a. Place a T-pin into the block on an angle next to edge of cap and directly in front of T-pins securing the wig.
   b. Place pins at center of front hairline, at each temple, at center nape, and at each side of napeline.
6. Remove the wig from the block.
7. Put on rubber gloves.
8. Measure about three ounces of non-flammable liquid cleaner into a large glass or porcelain bowl.
9. Saturate the wig, hair side down.
10. Dip the wig up and down or swirl the wig around until clean.
11. Clean the edges and inside foundation of the wig with a cotton ball saturated with liquid cleaner.
12. Remove wig from bowl and shake gently to remove excess fluid.
13. Rinse hair thoroughly with cool water and shake gently to remove excess water.
14. Immediately place the wet wig on the plastic covered canvas block.
15. Gently stretch the wig to meet marking T-pins.
16. Pin wig to the block.
17. Condition wig according to manufacturer's directions.
18. When dry, set and style the wig.
19. Prepare ticket for charge.
20. Clean and reorganize work area.

PERFORMANCE OBJECTIVE V-TECS 97 continued

LEARNING ACTIVITIES

1. Discuss the method of cleaning a human hair wig.
2. Explain the areas to be marked on block with T-pins to retain the same size after cleaning.
3. Discuss the safety of wearing protective gloves.
4. Demonstrate the procedure of cleaning a human hair wig.
5. Explain the technique of replacing the wig on block to gently stretch wig to marking T-pins.
6. Demonstrate how to condition a human hair wig.
7. Show and discuss how to set and style a human hair wig.
8. Explain how to prepare a ticket for charge. Discuss the importance of cleaning and reorganizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 136-137.
Barrett. **The Van Dean Manual**, pp. 145-146.
Schaefer. **All About Wigs**

EVALUATION

Written Questions

1. How often should a human hair wig be cleaned?
2. Before removing a wig from the block to be cleaned, why is it necessary to mark the size of the wig with T-pins on the block?
3. Why is it necessary to wear protective gloves in cleaning a human hair wig?
4. Explain the procedure for cleaning a human hair wig.

Answers

1. Human hair wig should be cleaned every 2-4 weeks, depending on how often worn.
2. It is necessary to mark the block with T-pins in order to retain the same size after cleaning.
3. It is necessary to wear protective gloves to protect the hands from non-flammable liquid cleaners.
4. A human hair wig is cleaned by measuring 3 ounces (90-ml) of non-flammable liquid cleaner in a large glass or porcelain bowl, dip the wig up and down until it is cleaned. Clean the edges and inside foundation with a cotton ball or toothbrush.

DUTY: Performing Wig Services

TASK: Condition Human Hair Wig or Hairpiece

PERFORMANCE OBJECTIVE V-TECS 98

STANDARD: Wig or hairpiece must be conditioned using approved wig conditioner and must be returned to original shape and size.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Canvas wig block
Plastic
T-pins
Wig conditioner

PERFORMANCE GUIDE

1. Cover wig block with plastic.
2. Block wig on hairpiece.
3. Apply conditioner according to manufacturer's directions.
4. Evenly distribute conditioner to damp, clean hair with a wide-toothed comb.
5. Leave conditioner in hair for length of time suggested by manufacturer.
6. Remove wig or hairpiece from block and rinse thoroughly with cool water.
7. Shake wig or hairpiece gently to remove excess water and place on plastic covered block.
8. Gently stretch wig or hairpiece to proper size and secure with T-pins.
9. Set and style the wig or hairpiece.
10. Prepare ticket for charge.
11. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain purpose of using plastic on wig block.
2. Show how to properly block a wig.
3. Demonstrate procedure to apply wig conditioner.
4. Discuss the importance of following instructions of the product being used.
5. Demonstrate the procedure for rinsing and removing excess water from the wig or hair piece.
6. Demonstrate the proper method of stretching a wig or hair piece on the canvas block to insure correct size. Secure with T-pins.
7. Explain how to prepare a ticket for charge.
8. Discuss importance of cleaning and reorganizing work area.

PERFORMANCE OBJECTIVE V-TECS 98 continued

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, p. 138.
Barrett. **The Van Dean Manual**, p. 146.

EVALUATION

Written Questions

1. How is the canvas of the wig block protected from damage?
2. Why is it advisable to use a conditioner on a wig or hair piece?
3. How is conditioner applied to a wig or hairpiece?
4. Why is it important to stretch a wig or hairpiece on a canvas block?

Answers

1. The canvas of the wig block is protected by using a piece of plastic.
2. Wig cleaners usually are very drying on the hair, it is advisable to give a conditioning treatment after each cleaning.
3. Apply conditioner and distribute evenly to damp clean hair, following manufacturer's instructions.
4. It is necessary to gently stretch a wig or hair piece and secure with T-pins to insure proper fit.

DUTY: Performing Wig Services

TASK: Clean and Condition Synthetic Wig or Hairpiece

PERFORMANCE OBJECTIVE V-TECS 99

STANDARD: Wig or hairpiece must have all dust, dirt, hairspray, and tangles removed without damage to wig or hairpiece and must be conditioned and returned to original shape and size.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Canvas wig block
Mild shampoo
T-pins
Plastic
Cotton balls
Wig brush
Glass bowl
Conditioner

PERFORMANCE GUIDE

1. Cover canvas wig block with plastic.
2. Mount wig or hairpiece on block.
3. Outline size and shape of wig or hairpiece with T-pins.
   a. Place T-pin into block on an angle next to edge of cap and directly in front of T-pins securing the wig.
   b. Place T-pins at center of front hairline, at each temple, at center nape, and at each side of napeline.
4. Brush wig or hairpiece to remove hairspray and tangles.
5. Fill glass bowl with cool or tepid water.
6. Add a small amount of mild shampoo.
7. Remove the wig or hairpiece from the block.
8. Swish wig or hairpiece through cleaning solution for a few minutes.
9. Use a cotton ball moistened with shampoo to clean the foundation.
10. Rinse wig or hairpiece thoroughly with cool water.
11. Squeeze out excess and towel blot.
    (Note: Do not wring or twist.)
12. T-pin wig or hairpiece on block, gently stretching to original size and shape.
13. Let wig or hairpiece dry naturally.
14. When wig or hairpiece is completely dry, brush out hair.
15. Spray with specially prepared synthetic hair conditioner and work through with a wide-tooth comb.
    (Note: This is to add lustre and to prevent tangling.)
16. Prepare ticket for charges.
17. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain reason for covering canvas wig block with plastic.
2. Demonstrate the technique used to mark the size of the wig on a canvas block, and the area in which to place T-pins.

PERFORMANCE OBJECTIVE V-TECS 99 continued

3. Explain how to brush a wig or hairpiece to remove tangle and wig spray.
4. Discuss the preparation of glass bowl with water and shampoo.
5. Demonstrate the procedure for cleaning and conditioning a synthetic wig or hairpiece.
6. Demonstrate how to rinse and remove excess water from synthetic wig.
7. Illustrate the proper way to place T-pins in the wig onto canvas to assure original size.
8. Explain reason for wig or hairpiece to dry naturally.
9. Discuss the use of specially prepared synthetic hair conditioner.
10. Explain the preparation of a ticket for charges.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 137-138.
Barrett. **The Van Dean Manual**, p. 152.

EVALUATION

Written Questions

1. How is the canvas of the wig block protected from damage?
2. Why is it necessary to mark the wig with T-pins on a wig block before cleaning?
3. Explain the procedure to clean a synthetic wig or hair piece.

Answers

1. The canvas block of the wig is protected by using a piece of plastic.
2. It is necessary to mark the wig on a block head before cleaning in order to gently stretch wig to insure proper size after cleaning.
3. After wig has been marked with T-pins on a canvas block, remove wig and swish the wig through cleaning solution for a few minutes. Rinse in cool water. Clean the foundation with a tooth brush or cotton. Squeeze out excess water and towel blot. T-pin wig on proper size block and let dry naturally.

DUTY: Performing Wig Services

TASK: Shape Wig or Hairpiece

PERFORMANCE OBJECTIVE V-TECS 100

STANDARD: Wig or hairpiece must be shaped according to style desired by client.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Wig or hairpiece
Shears
Comb
Bobby pins, hair pins, combs

PERFORMANCE GUIDE

1. Determine after consultation with client how wig or hairpiece is to be shaped.
2. Check balance of haircut.
3. Place wig or hairpiece on client's head.
4. Shape wig observing techniques followed when client's natural hair is cut.
5. Shape hairpiece
   a. Remove excess hair using scissors.
   b. Blend hairpiece with natural hair using blending shears and razor.
6. Give ticket for charges to client or escort client to front and inform receptionist of charges.
7. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain reason for covering canvas block with plastic.
2. Illustrate the technique used to secure wig on blcok.
3. Explain and show the pattern used to section a wig for a shaping on right side of head.
4. Repeat procedure on left side of head.
5. Explain the purpose of a 2 inch guideline.
6. Demonstrate the hair shaping procedure using both scissors and razor.
7. Discuss areas of wig or hair piece to be thinned.
8. Explain safety procedure to follow in wig thinning.
9. List and explain a ticket for charges.
10. Discuss cleaning and reorganizing work area.

PERFORMANCE OBJECTIVE V-TECS 100 continued

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 139-140.
Barrett. **The Van Dean Manual**, p. 147.
Shaw and Stockton. **The Art and Technique of Wiggery**
Bisignano. **The Wig Story**

EVALUATION

Written Questions

1. Why is expert wig shaping important?
2. Why is a wig thinned close to the cap?
3. What special care must be exercised in cutting a wig or hairpiece?

Answers

1. Expert wig shaping is important as a result of a large quantity of hair. The failure to thin and taper the wig properly will cause it to look bulky and artificial. Also, wigs are expensive.
2. Wigs should be thinned close to the cap to remove more bulk and to be certain that no hair spurs are left to stick out after the hair is styled.
3. Extreme care must be exercised in cutting a wig or hairpiece. Once a wig has been cut the hair will not grow back to cover an error in judgment.

DUTY: Performing Wig Services

TASK: Set Wig or Hairpiece

PERFORMANCE OBJECTIVE V-TECS 101

STANDARD: Wig or hairpiece must be styled to meet client's request.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
- Canvas wig block
- Setting lotion
- Wide-tooth comb
- Rattail comb
- Plastic
- Rollers
- T-pins

PERFORMANCE GUIDE

1. Place clean wig on wig block which has been covered with plastic.
2. Pin wig to meet previous size markings.
3. Comb through hair to remove tangles and apply setting lotion.
4. Comb hair into desired pattern.
5. Section hair in the fashion required to achieve the desired style.
6. Subdivide sections into slightly smaller than roller size strands of hair.
7. Wind selected strand around roller using the desired elevation until roller reaches scalp. Secure with T-pin.
   (Note: It is desirable to use T-pins to secure rollers instead of clippies.)
8. Repeat Steps 7 until set is completed.
9. Allow wig to dry naturally.
10. Comb into desired style.
11. Prepare ticket for charges.
12. Clean and reorganize work area.

LEARNING ACTIVITIES

1. Explain purpose of using plastic to cover wig block.
2. Discuss and show the procedure for placing a clean wig on block marked with wig size markings.
3. Demonstrate technique used to remove tangles and comb into desired pattern.
4. Explain how to subdivide sections and the position to place rollers to achieve desired style.
5. Discuss ways of securing rollers with T-pins rather than using clippies.
6. Explain reasons for letting wig dry naturally.
7. Demonstrate comb-out.

PERFORMANCE OBJECTIVE V-TECS 101 continued

8. Explain and show how to prepare ticket for charges.
9. Emphasize importance of cleaning and reorganizing area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 140-141.
Barrett. **The Van Dean Manual**, p. 148.

EVALUATION

Written Questions

1. Why is it important to pre-mark a wig using T-pins on a wig block prior to cleaning and styling?
2. Name two factors to consider when setting and styling a wig.
3. How are rollers and curls secured when setting and styling a wig?

Answers

1. It is always advisable to pre-mark a wig on a block to insure the correct size after wig has been cleaned.
2. Two factors to consider when setting and styling a wig is the added fullness of the patron's hair, plus the hair and foundation of the wig.
3. It is desirable to use T-pins instead of clippies or bobby pins to hold both rollers and curls to avoid damage to wig foundation.

DUTY: Performing Wig Services

TASK: Style Wig on Client's Head

PERFORMANCE OBJECTIVE V-TECS 102

STANDARD: Wig must be positioned on head and styled according to client's wishes.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Clean, conditioned wig
Styling brushes/combs
Bobby pins, combs, hair pins
Hair spray for synthetic wigs

PERFORMANCE GUIDE

1. Determine hair style that client desires for wig.
2. Set wig according to requested style.
3. Dry wig and remove curlers.
4. Position wig on client's head, using combs, bobby pins, and hair pins to adhere wig.
5. Complete hair style and finish with hair sprays if desired. (Note: Use special spray for synthetic wigs.)
6. Give ticket for charges to client or escort client to front and inform receptionist of charges.
7. Clean and reorganize work area.

(Note: The above PGs generally refer to human hair wigs which are handled similarly to client's hair. Synthetic wigs are generally permanently styled and curled and require only occasional shampooing. Although wigs may be styled and then placed on client's head, it is recommended that wigs be styled after placement on head to insure compatibility with client's features.)

LEARNING ACTIVITIES

1. Explain why the cosmetologist-client consultation is important in determining the desired wig style.
2. Discuss wig styling technique.
3. Demonstrate the procedure of placing and combing wig on client's head.
4. Discuss reason for using a wig spray on synthetic hair.
5. Explain the preparation of a ticket for charges.
6. Emphasize the importance of cleaning and organizing work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 140-141.
Barrett. **The Van Dean Manual**, pp. 148-149.

PERFORMANCE OBJECTIVE V-TECS 102 continued

EVALUATION

Written Questions

1. Name three factors to consider in wig styling.
2. Why is it best to comb a wig out on a client's head?

Answers

1. Three factors to consider in wig styling are the added fullness of the client's hair, plus the hair and foundation of the wig.
2. It is best to comb out a wig on the client's head in order to adjust and style the wig properly, using the client's facial features as a guide.

DUTY: Performing Wig Services

TASK: Style Hairpiece on Client's Head

PERFORMANCE OBJECTIVE V-TECS 103

STANDARD: Hairpiece must be positioned on head and styled according to client's wishes.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Hairpiece
Styling brushes/combs
Bobby pins, hair pins, combs
Hair spray for synthetic
Two-sided tape

PERFORMANCE GUIDE

1. Determine style and placement of hairpiece after consultation with client.
2. Set and dry hairpiece.
3. Remove curlers.
4. Position hairpiece on client's head, using two-sided tape, combs, bobby pins, or hair pins to adhere hairpiece.
5. Complete hair style, arranging hairpiece to enhance and compliment client's hair according to desired style.
6. Spray with hairspray if desired.
   (Note: Use special spray for synthetic hairpieces.)
7. Give ticket for charges to client or escort client to front and inform receptionist of charges.
8. Clean and reorganize work area.

(Note: Hairpieces may be styled and then placed on client's head but generally the most natural pleasing style can be arranged after hairpiece is placed on the head.)

LEARNING ACTIVITIES

1. Explain why the cosmetologist-client consultation is important in determining the style and placement of a hairpiece.
2. Demonstrate procedure of setting and styling a hairpiece.
3. Show how to place and secure a hairpiece on client's hair.
4. Discuss the arranging of a hairpiece to enhance client's hair.
5. Explain preparation of ticket for charges.
6. Emphasize cleaning and reorganizing of work area.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 143-144.
Barrett. **The Van Dean Manual**, pp. 150-151.
Schaefer. **All About Wigs.**

PERFORMANCE OBJECTIVE V-TECS 103 continued

EVALUATION

Written Questions

1. Why is the cosmetologist-client consultation important?
2. How is a hairpiece secured on the client's head?

Answer

1. The cosmetologist-client consultation is important to determine the desired style and effect the client wishes to achieve.
2. A hairpiece is secured on the client's head by using two-sided tape, combs, bobby pins or hairpins.

PERFORMING RECEPTIONIST FUNCTIONS

DUTY: Performing Receptionist Functions

TASK: Open Salon

PERFORMANCE OBJECTIVE V-TECS 42

STANDARD: The salon must be opened at scheduled time upon completion of pre-opening routine.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Money to be counted
Towels to be folded
Appointment book
Soft drink machine
Coffee maker

Scheduled time to open salon
Designated employee (and backup) to open salon

PERFORMANCE GUIDE

1. Arrive at salon prior to scheduled opening time.
2. Turn on lights and music system and adjust thermostat for daytime setting.
3. Prepare coffee.
4. Fill soft drink machine.
5. Count money and ready cash register.
6. Review cosmetologists schedules.
7. Complete housekeeping functions as required.
8. Unlock door at scheduled time.
   (Note: Activities performed during opening and closing {P.O. 50} routine may overlap and are interchangeable depending upon manager's or owner's preference.)

LEARNING ACTIVITIES

1. Discuss importance of being punctual and arriving early to perform necessary pre-opening duties.
2. Explain operation of lights, music system and temperature control.
3. Arrange for students to fill drink machine.
4. Demonstrate the counting and placing of money in cash drawer.
5. Show how to list amount of money on a blank count sheet.
6. Have students review appointment book.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 11.

PERFORMANCE OBJECTIVE V-TECS 42 continued

EVALUATION

Written Questions

1. Why is it important to arrive early at the salon prior to opening time?
2. How is the cash register prepared for salon opening?

Answers

1. It is important to arrive early at the salon in order for the receptionist to perform necessary duties such as:
   A. Turn on lights, music system and adjust thermostat.
   B. Prepare coffee.
   C. Fill drink machine.
   D. Prepare the desk and desk area.
2. The cash register is prepared by counting to make sure the amount is correct and there is enough pennies, nickels, dimes, quarters and paper money to make change. List the amount of each group on a blank count sheet. Total the figure to be sure the amount is correct.

DUTY: Performing Receptionist Functions

TASK: Answer Telephone

PERFORMANCE OBJECTIVE V-TECS 43

STANDARD: The salon telephone must be answered in a professional manner with a pleasant voice and cheerful "telephone disposition"; appointments for requested services must be scheduled, and questions and complaints resolved if possible.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Professional receptionist, hairdresser, or shampoo assistant with pleasant voice quality
Appointment book
Knowledge of salon policies and hours and hairdressers' schedules and booking preferences

PERFORMANCE GUIDE

1. When phone rings, answer pleasantly with appropriate greeting, (i.e., good morning, afternoon, or evening and name of salon).
2. Schedule appointments for services as requested.
3. In appointment book under correct date, record
   a. Name and phone number of client.
   b. Service and hairdresser requested.
4. Answer any questions callers may have.
5. Settle any complaints over phone if possible.
6. Always end each phone conversation by repeating scheduled appointment time (date and hour) and thanking person for calling.
7. Take personal call messages if requested.
   (Note: Observe salon policy regarding personal calls.)

LEARNING ACTIVITIES

1. Explain proper way to answer the phone.
2. Show students how to make appointments in appointment book for requested services.
3. Discuss the importance of answering promptly, identifying self and salon.
4. Describe how to handle a complaint tactfully.
5. Explain procedure to end phone conversation.

RESOURCES

Kibbe. **Standard Textbook**, pp. 470-475.
Barrett. **The Van Dean Manual**, pp. 451-457.

PERFORMANCE OBJECTIVE V-TECS 43 continued

EVALUATION

Practical Application

Sit at the reception desk and answer the telephone. Instructor will observe how the caller was greeted, how appointments were made or changed, how questions were answered, how complaints were adjusted, and how messages were received.

Method of Evaluating Practical Application

Observation by instructor.

DUTY: Performing Receptionist Functions

TASK: Greet Clients

PERFORMANCE OBJECTIVE V-TECS 44

STANDARD: Clients must be cordially greeted upon arrival at the salon, checked in, made comfortable, directed to reception area, and informed about approximate waiting time.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Professional receptionist, hairdresser or shampoo assistant with pleasant personality
Appointment book

PERFORMANCE GUIDE

1. When clients arrive at salon, greet in a friendly manner, calling by name or having name verified if new client.
2. Check clients in under cosmetologist columns and notify cosmetologist.
3. If client is wearing a coat, offer to take coat or indicate where to hang it.
4. Direct clients to waiting or reception area, insure client's comfort and indicate approximate waiting time.
   (Note: Follow salon policy regarding late clients.)

LEARNING ACTIVITIES

1. Explain importance of greeting client upon arrival at the salon.
2. Demonstrate how to check client in.
3. Explain to students the courtesy of placing client's coat in designated area.
4. Have students direct client to waiting area.
5. Have students check hairdresser's schedule and report to client approximate waiting time.

RESOURCES

Kibbe. **The Standard Textbook of Cosmetology**, p. 477.
Barrett. **The Van Dean Manual**, p. 452.

EVALUATION

Written Questions

1. Why is it important for the receptionist to cordially greet client upon arrival at the salon?
2. Give reasons for the necessity of reporting to client on hairdresser's schedule.

PERFORMANCE OBJECTIVE V-TECS 44 continued

Answers

1. It is important to greet client upon arrival at the salon because this courtesy bestowed on the client gives that person the first impression of the receptionist and the salon.
2. It is important to report to the client of approximate waiting time to show respect and make client aware of her/his personal interest and welfare.

DUTY: Performing Receptionist Functions

TASK: Schedule Appointments for Clients

PERFORMANCE OBJECTIVE V-TECS 45

STANDARD: Appointments must be scheduled to meet client's requests, considering salon schedule.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Professional hairdresser, receptionist or shampoo assistant with pleasant attitude

Appointment book and knowledge of booking time required for different hairdressers

Phone

PERFORMANCE GUIDE

1. To schedule appointment (phone requests, walk in, or returning client), identify client's preference concerning hairdresser, date, and time.
2. If requested time is not available, give alternatives.
3. When satisfactory appointment time is agreed upon, record pertinent information:
   a. Client's name and phone number.
   b. Service requested.
4. Insure that appointment is booked with preferred hairdresser on requested date and time.
5. Confirm appointment with client by repeating date, time, and name of hairdresser with whom appointment is made.
6. If appointment is made in person (for future date), record information on appointment card and give to client.

LEARNING ACTIVITIES

1. Discuss how to properly schedule a client's appointment by:
   a. Phone request
   b. Walk in or returning client
   c. Client's hairdresser preference
   d. Date and time of appointment
2. Explain how to suggest alternatives when request cannot be granted.
3. Show students how to record client's request in the appointment book.
4. Have students practice confirming an appointment with a client.
5. Demonstrate procedure in filling out an appointment card.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 16.
Kibbe. **Standard Textbook of Cosmetology**, pp. 472-475.
Barrett. **The Van Dean Manual**, pp. 454-456.

PERFORMANCE OBJECTIVE V-TECS 45 continued

EVALUATION

Written Questions

1. What information is necessary when the receptionist makes an appointment for a client?
2. What responsibility is required of the receptionist if an appointment is made in person?

Answers

1. The receptionist should record in the appointment book all pertinent information such as: (a) client's name and phone number, (b) date and time, (c) service requested.
2. It is the responsibility of the receptionist to fill out an appointment card and give it to the client, recording the client's name, date, time and service requested.

DUTY: Performing Receptionist Functions

TASK: Receive Payments for Services and Products

PERFORMANCE OBJECTIVE V-TECS 46

STANDARD: All payments for services and retail products should be received and transacted without error including the accurate recording of all sales and services for salon record purposes.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Cash drawer
Receipts/files
Price list
Sales tax chart
Calculator
Credit card machine and bank card forms

PERFORMANCE GUIDE

1. For retail product sales:
   a. Note price.
   b. Determine sales tax.
   c. Calculate total.
2. For services rendered and retail sales, accept cash, credit card, or check (whichever methods are acceptable), preparing receipt as part of transaction.
   a. For cash, note amount given and amount due, and make change correctly.
   b. For check, insure that check is written correctly (date, amount, signature, to whom payable) and that identification is creditable.
   c. For credit cards, complete credit sales form accurately and have client sign form and add phone number and address as required.
3. Record payments received for product and service sales on appropriate salon record forms.
4. Deposit payment in cash drawer.

LEARNING ACTIVITIES

1. Explain the importance of closing a sale and accurately recording on sales slip all pertinent information.
2. Show students how to fill out a sales slip.
3. Illustrate on a sales slip how to close a sale using cash money.
4. Describe procedure used to accept a check for a sale.
5. Demonstrate on a sales slip the technique used to accept a credit card.
6. Explain how to record a payment for a service or product.

PERFORMANCE OBJECTIVE V-TECS 46 continued

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 21-23.

EVALUATION

Written Question

Why is it important to record all sales and services for a salon?

Answer

It is necessary to record all sales and services performed in the salon in order to accurately and efficiently manage a salon.

Practical Application

Explain a cash transaction using fake money.

Method of Evaluating Practical Application

A cash transaction involves the following: (a) state the amount of the sale and the amount the client has remitted, (b) place the money on the cash register, (c) ring the sale, (d) count the change, starting with the smallest coins and go to the largest bills. Begin with the amount of the sale and add to it until you reach the amount the client has given you, (e) place client's cash in register.

DUTY: Performing Receptionist Functions

TASK: Make Telephone Calls

PERFORMANCE OBJECTIVE V-TECS 47

STANDARD: Telephone calls must achieve stated purpose and must be made using telephone courtesy.

SOURCE OF STANDARD: **Your Telephone Personality.** Bell System 999-600-101 Issue 2.

CONDITIONS FOR PERFORMANCE OF TASK:
Telephone and directory
Situation requiring call to be made (e.g., cancel or confirm appointments, order supplies, bad checks)

PERFORMANCE GUIDE

1. Review purpose of call.
2. Locate name and number of person to whom call is to be made.
3. Make call, observing telephone courtesy.
   a. Dial number.
   b. Identify yourself, as appropriate, and ask for person with whom you wish to speak.
   c. State purpose of call.
   d. Conclude conversation and restate any relevant points to insure accuracy of message.

LEARNING ACTIVITIES

1. Invite a guest speaker from the telephone company.
2. Arrange for students to receive and make appointments using a mock salon situation.
3. Discuss reason for identifying yourself and asking for person with whom you wish to speak.
4. Explain purpose of making a call.
5. Show students how to conclude a call and express main points of conversation.

RESOURCES

Your Telephone Personality. Bell System 999-600-101 Issue 2.

EVALUATION

Written Questions

1. Why is it important to review purpose of telephone call?
2. How will the use of good telephone techniques help a salon?

PERFORMANCE OBJECTIVE V-TECS 47 continued

Answers

1. It is always a good practice of the receptionist to review the purpose of a call to: (a) cancel or confirm appointments, (b) order supplies, (c) conduct salon business.
2. The use of courtesy in telephone techniques makes new friends, brings in more business, and creates good will for the salon.

DUTY: Performing Receptionist Functions

TASK: Maintain Reception Area

PERFORMANCE OBJECTIVE V-TECS 48

STANDARD: Reception area maintenance should be kept up continually on a daily basis to insure order and unobstructed traffic flow.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Employee in charge of this responsibility
Reception area
Vacuum cleaner and other cleaning aids
Magazines
Coffee area

PERFORMANCE GUIDE

1. Arrange magazines in orderly fashion periodically throughout day.
2. Clean ashtrays and empty wastebaskets.
3. Maintain coffee area.
4. Vacuum and dust each evening.
5. Maintain retail sales racks in orderly displays.

LEARNING ACTIVITIES

1. Discuss the importance of the reception area being continually cleaned and organized on a regular basis.
2. Show students where to empty ashtrays and wastebaskets.
3. Explain salon's coffee area procedure.
4. Demonstrate how to operate vacuum cleaner and express time of day for reception area to be dusted.
5. Describe salon's method used to keep retail sales rack maintained.

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 10-11.

EVALUATION

Written Questions

1. Why is the appearance of the reception area of a salon important?
2. Who is responsible for the reception area.

Answers

1. It is the first contact the patron has with the salon and sets the tone for the rest of the salon.
2. The salon receptionist or manager is usually responsible for maintaining reception area.

DUTY: Managing the Salon

TASK: Maintain Inventory of Salon Supplies

PERFORMANCE OBJECTIVE V-TECS 30

STANDARD: Salon supplies must be ordered and kept in stock for the various services offered.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Inventory list
Supply source

PERFORMANCE GUIDE

1. Take inventory of salon's supply needs daily or weekly.
2. Record on inventory sheet.
3. Call, go by supply house, or order through sales representative items needed.
4. Receive ordered supplies and insure that quantities received agree with invoice.
5. Stock items in supply room, noting additions on inventory records.
6. File invoices and receipts.

LEARNING ACTIVITIES

1. Explain the importance of inventory control.
2. Show students how to fill out an inventory list.
3. Demonstrate how to place an order with supply sales representative.
4. Compare and check order list with invoice.
5. Discuss procedure for filling out invoices and receipts.

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 388-389.
Tezak. **Successful Salon Management for Cosmetology Students**, pp. 50-51.

EVALUATION

Written Questions

1. Why is it necessary to maintain an inventory of salon supplies?
2. Describe procedure to follow upon receiving supplies.

Answers

1. It is necessary to maintain an inventory of salon supplies in order to see exactly how much business you are doing in each major area. This also gives an accurate check on amount of supplies sold and figures must check with receptionist desk book.
2. When supplies are delivered to the salon, check to insure quantities received agree with the invoice.

DUTY: Performing Receptionist Functions

TASK: Maintain inventory of retail products

PERFORMANCE OBJECTIVE V-TECS 49

STANDARD: Inventory of retail supplies must be ordered and kept in stock at all times.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Inventory list
Supply source

PERFORMANCE GUIDE

1. Take inventory of salon's retail needs daily or weekly.
2. Record on inventory sheet.
3. Call, go by supply house, or order through sales representative those retail items needed.
4. Receive ordered supplies and insure that quantities received agree with invoice.
5. Stock retail products in display cases.
6. File invoices and receipts.

LEARNING ACTIVITIES

1. Explain how to take an inventory on retail items.
2. Show how to complete an inventory list.
3. Arrange for students to phone in order for retail supplies.
4. Demonstrate procedure used to insure supplies received agree with invoice.
5. Show how to stock a display case.
6. Discuss filing invoices and receipts.

RESOURCES

Tezak. **Successful Salon Management for Cosmetology Students**, pp. 124-125.

EVALUATION

Written Questions

1. Why should an inventory of retail items be taken periodically?
2. Give procedure to follow upon receiving items for retail selling.

Answers

1. An inventory of retail items should be taken periodicaly in order to restock sold items, also to check items not selling.
2. Retail items must be checked when received in order to insure quantities received agree with invoice.

DUTY: Performing Receptionist Functions

TASK: Close Salon

PERFORMANCE OBJECTIVE V-TECS 50

STANDARD: Salon must be closed following completion of salon closing routine.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Scheduled closing time
Receipts, forms, cash
Calculator
Appointment book
Employee (and backup) designated to close salon

PERFORMANCE GUIDE

1. Calculate daily production totals for hairdressers.
2. Determine gross receipts for salon.
3. Check money by comparing records/receipt forms against actual cash on hand.
4. File receipts.
5. Adjust thermostat and turn out lights.
6. Insure that all doors are locked.

(Note: Activities performed during opening and closing (P042) routines may overlap and are interchangeable depending upon manager's or owner's preference.)

LEARNING ACTIVITIES

1. Arrange for students to calculate daily totals for hairdressers.
2. Explain gross receipts.
3. Demonstrate how to reconcile receipts against actual cash.
4. Discuss procedure used to file receipts.
5. Stress the importance of closing and securing the salon.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 19.

EVALUATION

Written Questions

1. How are the salon's gross receipts determined?
2. What procedure is used to file receipts?

PERFORMANCE OBJECTIVE V-TECS 50 continued

Answers

1. The salon's gross receipts are determined by counting the total amount collected before paying out any bills.
2. The receipts are filed in a systematic filing system set up by the salon owner/manager.

DUTY: Performing Receptionist Functions (Shampooing, Conditioning, Cutting, and Styling

TASK: Sell Hair-Care or Hair-Related Products

PERFORMANCE OBJECTIVE V-TECS 66

STANDARD: Hair-care and hair-related products should be merchandised based upon client hair care needs observed in connection with professional services provided by hairdressers.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Hair-care and hair-related products
Calculators/sales tax charts
Cash drawer
Inventory records

PERFORMANCE GUIDE

1. As professional services are performed, recommend products that would enhance client's hair condition or facilitate hair-care habits.
2. Explain rationale or recommendation of particular product.
3. Answer any questions client may have.
4. Direct client to product area at the completion of professional service and show products previously mentioned.
5. When sales are made, turn actual transaction for receipt of money and recording of sale over to receptionist.
   (Note: On repeat sales, receptionist rather than hairdresser may handle entire transaction.)

LEARNING ACTIVITIES

1. Discuss possible situations where the cosmetologist can suggest recommended products.
2. Stress the benefits of quality products over inferior products.
3. Practice the technique of selling a product to complement a service just performed.
4. Show proper way to transact a sale.
5. Explain procedure used on a repeat sale.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, p. 480.
Barrett. **The Van Dean Manual**, p. 458.

EVALUATION

Written Questions

1. Before attempting to sell a service or a product, what must a cosmetologist determine?

PERFORMANCE OBJECTIVE V-TECS 66 continued

2. What factors should be stressed in selling beauty services or merchandise?

Answers

1. Before attempting to sell a service or product the cosmetologist must decide if the client has a need for the service or product.
2. The cosmetologist should stress quality and other advantages over inferior products.

DUTY: Performing Receptionist Functions

TASK: Explain Salon Policies to Clients

PERFORMANCE OBJECTIVE V-TECS 51

STANDARD: Salon policies must be explained upon request or as situation warrants in a brief yet thorough manner using professional courtesy.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Specific situation requiring policy explanation (late customer, poor haircut, advertising donations, pricing, communication gaps, bad checks)
Defined policy

PERFORMANCE GUIDE

1. When situation warrants, explain salon policy.
   a. Be thorough but brief.
   b. Use professional courtesy.
2. Give client an opportunity to react and ask questions.

LEARNING ACTIVITIES

1. Explain ways to handle a complaint following established salon policies.
2. Discuss the importance of using tact, self-control, and courtesy.
3. Explain salon policies to a client.
4. Demonstrate the technique of settling client reaction to salon policies.
5. Discuss possible solutions to client's problem.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, p. 474.
Barrett. **The Van Dean Manual**, p. 455.

EVALUATION

Written Questions

1. How should a client's complaint be handled?
2. How should a price objection be handled?

Answers

1. The client's complaint should be given careful consideration, along with following salon policies. Use self-control, tact, and courtesy.
2. A price objection should be handled by building up more value in the client's mind by pointing out benefits of receiving the better service offered by your salon.

DUTY: Performing Receptionist Functions

TASK: Process Mail

PERFORMANCE OBJECTIVE V-TECS 52

STANDARD: Incoming mail must be distributed to addressees and outgoing mail must have complete addresses and be sealed and stamped and placed for mail pickup or dropped in mailbox.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Incoming or outgoing mail

PERFORMANCE GUIDE

Incoming Mail

1. Distribute mail to individuals.
2. Place magazines in reception area.
3. Give salon business mail to owner or manager.

Outgoing Mail

1. Prepare mail by stamping and sealing and insuring that address is complete.
2. Take stamped addressed mail to post office box or, place mail in designated pickup area for postman.

LEARNING ACTIVITIES

1. Explain incoming mail.
2. Have students distribute mail received and place magazines in reception area.
3. Discuss how to handle outgoing mail.
4. Arrange for students to address, seal, and stamp outgoing mail.
5. Have students place outgoing mail in designated pickup area for mail carrier.

RESOURCES

House and Sigler. **Reference Manual for Office Personnel**, pp. 194, 197.

EVALUATION

Written Questions

1. What is incoming mail?
2. What is outgoing mail?

Answers

1. Incoming mail is delivered from the post office to a business by the mail carrier.
2. Outgoing mail is any correspondence mailed from the salon to another person or business.

MANAGING THE SALON

DUTY: Managing the Salon

TASK: Secure Business License

PERFORMANCE OBJECTIVE V-TECS 3

STANDARD: Business license must be secured according to municipal requirements in which salon is located.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Acquisition, establishment, or continuation of a salon

PERFORMANCE GUIDE

1. Contact local municipality (city/county) for information and procedures for securing business license.
2. Allocate projected license fee in salon budget, estimating gross receipts if a new salon.
3. At end of fiscal period, furnish **exact** figures to local Commissioner of the Revenue.
   a. If gross receipts were underestimated, pay additional license fee.
   b. If gross receipts were overestimated, request a refund of license fee.
4. Post business license in conspicuous location.
5. File related papers/forms.

LEARNING ACTIVITIES

1. Lecture on the necessity of meeting regulations of municipality.
2. Arrange for students to visit business owners and talk with them about salon licensing.
3. Assign students to look for the term "license" in the encyclopedia and discuss their findings.
4. Ask one or two business owners to visit the school to talk about salon licensing.
5. Review reading assignment in text.

RESOURCES

City Manager's office representative
World Book Encyclopedia or any available encyclopedia
Dalton. **The Professional Cosmetologist,** pp. 385-387.

EVALUATION

Written Question
Explain what is meant by a business (salon) license.

Answer
The city/county will permit the business to operate in that area.

DUTY: Managing the Salon

TASK: Secure Salon License

PERFORMANCE OBJECTIVE V-TECS 4

STANDARD: All fees must be paid and all forms must be completed as required for the granting of salon license by the Department of Commerce, Commonwealth of Virginia (or according to statutes of consortium member states).

SOURCE OF STANDARD: State Laws for the Practice of Cosmetology

CONDITIONS FOR PERFORMANCE OF TASK:
Salon

PERFORMANCE GUIDE

1. Obtain business license or use permit from local commissioner of revenue.
2. Obtain information about zoning ordinances and retail license.
3. Contact local health department for approval of facilities.
4. Insure that salon to be licensed
   a. Contains not less than 110 square feet of floor space for each operator.
   b. Is not used for sleeping or residential purposes.
   c. Has outside or separate entrance or from a passageway in a public building.
   d. Has doors closed from adjacent nonrelated rooms.
   e. Has adequate ventilation (exhaust fan or air purifier).
5. Submit to Virginia State Board of Examiners of Professional Hairdressers
   a. Health department affidavit.
   b. Plans and specifications that show compliance with local ordinances and zoning.
   c. Fee of $25.
6. Remit required fees and information to the Commerce Department on an annual basis.
7. Display license in a conspicuous public location in salon.
8. File related papers.

LEARNING ACTIVITIES

1. Explain that business transactions must be made in writing.
2. Compose (on board) a business letter to your own state agency using fictitious salon name, address, etc. (Use real state agency's address)
3. Have students write a business letter and proofread each other's letters.
4. Demonstrate how to address an envelope.

PERFORMANCE OBJECTIVE V-TECS 4 continued

5. Explain the purpose of writing a business letter similar to this for later use in obtaining a salon license.
6. Explain the necessity for keeping related papers in a safe place.

RESOURCES

State Board of Cosmetology
State Consumer Agency
Local salon owner

EVALUATION

Practical Application

Write a business letter, using the following information:

a. your own name and address
b. your own state's regulating agency and address
c. a new salon "Shearly Delightful" (your own address)

Method of Evaluating Practical Application

Instructor should check business letter for items listed and correctness, legibility, and neatness.

DUTY: Managing the Salon

TASK: Obtain Insurance

PERFORMANCE OBJECTIVE V-TECS 5

STANDARD: Insurance must be obtained which provides coverage meeting the needs and requirements of the salon, landlord, and municipality.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Insurance companies
Knowledge of insurance required by landlord/municipality
Knowledge of salon insurance needs including number of personnel and personal and real estate property valuations

PERFORMANCE GUIDE

1. Select insurance representative company based initially upon reputation, referral, and cost coverage comparisons.
2. Determine insurance coverage regarding:
   a. Requirements of landlord.
   b. Regulations of governing municipality.
   c. Specific needs of salon
      (1) Personnel.
      (2) Personal property.
      (3) Real estate valuation.
3. Obtain insurance coverage as needed upon:
   a. Building.
   b. Business personal property.
   c. Loss of income.
   d. Money and securities.
   e. Professional liability (malpractice).
   f. Personnel.
4. Arrange method of payment.
5. File insurance papers in secure place.
6. Renew insurance, incorporating changes that may occur.

LEARNING ACTIVITIES

1. Invite a speaker from an insurance agency.
2. Have students take notes during guest speaker's presentation and ask questions.
3. Review the types of coverage needed by a salon owner.
4. Discuss why insurance is necessary when in business.
5. Explain how insurance coverage may differ in different localities.

RESOURCES

Ahern. **West's Textbook of Cosmetology**, p. 448.
Local insurance agent

PERFORMANCE OBJECTIVE V-TECS 5 continued

EVALUATION

Written Question

Name the types of insurance coverage needed by a salon owner.

Answer

a. building
b. business person property
c. loss of income
d. malpractice
e. personnel

DUTY: Managing the Salon

TASK: Lease Building

PERFORMANCE OBJECTIVE V-TECS 8

STANDARD: Building must be leased that meets the needs of the salon at the best price; all paperwork relating to lease must be prepared without error.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Buildings which may be leased
Salon requirements
Attorney

PERFORMANCE GUIDE

1. Select best building available, considering
   a. Whether or not building meets salon needs.
   b. Proximity to desirable business area and prospective clientele.
   c. Traffic flow and difficulty in getting in and out of parking lot.
   d. Renovations which may be required.
2. Negotiate lease directly with landlord or have an attorney negotiate lease.
3. Clarify terms of lease and responsibilities of lessee and lessor including:
   a. Payment of utilities.
   b. Maintenance of building.
   c. Improvements or refurbishing.
   d. Conditions under which building may be sold.
   e. Lease period.
   f. Deposit required.
   g. Rental for building.
4. Sign lease.
5. File all paperwork in secure area.

LEARNING ACTIVITIES

1. Invite a real estate agent to talk to the class.
2. Ask the agent to explain about things to look for in a building.
3. Encourage the students to ask questions.
4. Have the students write the primary considerations when selecting a building.
5. Remind students of the need for an attorney's advice.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, pp. 462-463.

PERFORMANCE OBJECTIVE V-TECS 8 continued

EVALUATION

Written Question

List the four primary considerations in selecting a building for a salon.

Answers

1. Needs of salon
2. Proximity to business area and prospective clientele
3. Traffic flow and ease of getting in and out of parking lot.
4. Renovations.

DUTY: Managing the Salon

TASK: Buy Building

PERFORMANCE OBJECTIVE V-TECS 9

STANDARD: Building must be purchased that meets the needs of the salon at the best price; all paperwork relating to purchase must be prepared without error.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Buildings for sale
Salon requirements
Attorney

PERFORMANCE GUIDE

1. Select best building available, considering
   a. Whether or not building meets salon needs.
   b. Proximity to desirable business area and prospective clientele.
   c. Traffic flow and difficulty in getting in and out of parking lot.
   d. Renovations which may be required.
   e. Price.
2. Negotiate purchase of building, utilizing the services of an attorney as required.
3. Clarify exact terms of purchase:
   a. Terms of payment.
   b. Title search.
   c. Survey.
   d. Deed/deed of trust.
   e. Date of possession.
4. Finalize purchase.
5. File papers in secure location.

LEARNING ACTIVITIES

1. Arrange for a real estate person to speak on "Buying Building."
2. Have students take notes for discussion purposes.
3. Allow a question and answer period after the presentation.
4. Discuss the need for an attorney when purchasing a building.
5. List the terms of purchase.

RESOURCES

Real estate agency representative
Attorney

DUTY: Managing the Salon

TASK: Buy Equipment

PERFORMANCE OBJECTIVE V-TECS 10

STANDARD: Equipment must be purchased which meets budget, space, layout, functional, and maintenance requirements.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Salon layout and space available (styling/cutting, color/perm, shampoo, dryer, reception, office, dispensary, and employees' lounge areas)
Salon decor or theme
List of equipment companies
Architect
Budget/financial data

PERFORMANCE GUIDE

1. Determine equipment budget.
2. Decide upon equipment needed based upon space and layout considerations.
3. Select equipment company
   a. Review brochures.
   b. View equipment displays.
   c. Consult with vendor representative.
4. Select equipment considering
   a. In-stock versus custom-designed equipment.
   b. Price/terms.
   c. Delivery schedules.
   d. Compatibility with salon decor and space and layout considerations.
   e. Functional design and durability.
   f. Maintenance/upkeep required.
5. Place order.
6. Set up payment schedule or make other financial arrangements as needed.
7. Follow-up on scheduled delivery deadlines.
8. Install equipment.
9. File all related paperwork and warranty information.

LEARNING ACTIVITIES

1. Invite a person who sells salon equipment to speak to the class.
2. Ask the business person to bring brochures showing equipment and prices.
3. Have students develop a mock budget to set up a salon.
4. Have students select equipment they will need.

PERFORMANCE OBJECTIVE V-TECS 10 continued

5. Instruct student to use the prices of equipment they selected from the brochures.
6. Discuss the acquisition of equipment over a five-year period and the meaning of obsolescence.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, p. 463.
Ahern. **West's Textbook of Cosmetology**, p. 445.

EVALUATION

Written Question

What are the five considerations when buying equipment?

Answer

1. BUDGET, 2. SPACE, 3. LAYOUT, 4. FUNCTIONAL, 5. MAINTENANCE REQUIREMENTS.

DUTY: Managing the Salon

TASK: Decorate Salon

PERFORMANCE OBJECTIVE V-TECS 11

STANDARD: Salon decor must be selected which (a) complements floor plan and surrounding building area, (b) creates a pleasing, attractive atmosphere, and (c) stays within decorating budget allowance.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Decorating budget allowance
Salon floor plan
Interior decorator
Equipment company
Knowledge of location and clientele to be served

PERFORMANCE GUIDE

1. Determine image to be projected by salon.
2. Considering budget allowance and salon floor plan and space and utilizing the services of an interior decorator and equipment company as needed, select:
   a. Color scheme.
   b. Equipment.
   c. Furniture.
   d. Floor coverings.
3. Insure that decor creates a pleasing atmosphere that is both attractive and functional.

LEARNING ACTIVITIES

1. Arrange a visit to an interior decorator's shop or invite an interior designer to come to class.
2. Have students visit paint and carpet shops for samples.
3. Have students bring pictures of furniture they would select for their mock salon.
4. Discuss the pros and cons of the samples and pictures for a salon.
5. Discuss the three factors in decorating a salon:
   a. floor plan and surrounding building area
   b. pleasing, attractive atmosphere
   c. decorating budget allowance

RESOURCES

Local interior decorators/designers, paint and wallpaper business representative, carpet shop, salesperson, florists.

PERFORMANCE OBJECTIVE V-TECS 11 continued

EVALUATION

Practical Application

Design and sketch (or cut and paste pictures) a salon and present the results to the class with a presentation. The amount budgeted is $10,000.00 for decorating the salon.

Method of Evaluating Practical Application

The sketch and presentation should include the three factors in decorating a salon: floor plan and surrounding building area; pleasing, attractive atmosphere; decorating budget allowance.

DUTY: Managing the Salon

TASK: Arrange for Employee Training (New Techniques, Products)

PERFORMANCE OBJECTIVE V-TECS 7

STANDARD: Motivational employee training should be arranged that meets the individual needs of the salon staff as it relates to keeping abreast of new technology and products.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Employees requiring training
New products/technology
Professional literature and journals
Professional hairdressers associations and publications

PERFORMANCE GUIDE

1. Keep informed about new techniques, products, and cosmetology-related shows:
   a. Subscribe to professional journals relating to hairdressing.
   b. Join professional hairdressers' organizations.
   c. Communicate with supply houses.
   d. Attend hairdressers' shows and seminars.
2. Determine employee training priorities based upon information in No. 1 and individual staff needs.
3. Arrange in-shop training.
   a. Schedule time for training.
   b. Determine training objectives.
   c. Present training session.
      (1) Demonstration.
      (2) Lecture.
      (3) Interaction.
4. Inform staff of outside shows and conferences that are germane to hairdressers' needs.
5. Assist with arranging staff attendance at shows and conferences whenever needed.

LEARNING ACTIVITIES

1. Invite a cosmetics company representative to come talk to class.
2. Place current publications in accessible places with product advertisements.
3. Have students research and identify at least three current products and their uses.
4. Discuss the professional organizations of benefit to a hairdresser.
5. Describe the purpose of a training session and how it is conducted.

PERFORMANCE OBJECTIVE V-TECS 7 continued

RESOURCES

Professional magazines: **American Salon Magazine, Shop Talk, National Hairdressers and Cosmetologists' Association**

EVALUATION

Written Question

Name four ways a hairdresser may keep informed of changes and current trends in the industry.

Answer

Professional publications, professional associations, hairdresser's classes, and keeping in touch with supply sales representatives.

DUTY: Managing the Salon

TASK: Supervise Apprentice Training

PERFORMANCE OBJECTIVE V-TECS 6

STANDARD: Apprenticeship training must be monitored on an as-needed basis to insure compliance with all rules and regulations of the Division of Apprenticeship Training of the State Department of Labor and Industry as approved by the State Board of Examiners of Professional Hairdressers.

SOURCE OF STANDARD: State Laws for the Practice of Cosmetology

CONDITIONS FOR PERFORMANCE OF TASK:

Working station with required on-the-job accessories and instruments
Sign stating that the operator is an apprentice who is still in training
Apprentice book to record services and number of hours of jobs completed
State appointed apprentice supervisor who is familiar with rules and regulations for apprenticeship training

PERFORMANCE GUIDE

1. Insure that salon is in compliance with all rules and regulations pertaining to apprenticeship training.
2. Insure that apprentice operators comply with standards established by Division of Apprenticeship Training of the State Department of Labor and Industry.
3. Insure that apprentice has 110 square feet for individual working area, including a mannequin with hair attached.
4. Insure that instruments and supplies needed for salon services are available.
5. Be available to assist and supervise apprentice at all times.
6. Record and initial all work performed by the apprentice.
7. At conclusion of training, insure that apprentice has completed 4,000 hours (theory and clinic).
8. Complete forms necessary for Division of Apprenticeship Training of the State Department of Labor and Industry.

LEARNING ACTIVITIES

1. Invite a salon owner who has supervised an apprentice(s) to speak to the students.
2. Have students take notes for discussion purposes.
3. Explain why the salon must be in compliance with all rules and regulations pertaining to apprenticeship training.
4. Explain the importance of completing forms to verify hours of apprenticeship training.
5. Write on chalkboard the name of the agency to which these forms must be sent.

PERFORMANCE OBJECTIVE V-TECS 6 continued

RESOURCES

State Board of Examiners of Professional Hairdressers Regulations

EVALUATION

Written Questions

1. Describe the responsibilities of the salon owner for an apprentice.
2. What is the name of the agency to which forms to verify the apprentice's training must be sent?

Answers

1. The salon owner must insure that the salon is in compliance with all rules and regulations pertaining to apprenticeship training.
2. Division of Apprenticeship Training of the State Department of Labor and Industry.

DUTY: Managing the Salon

TASK: Hire Employees (Cosmetologists, Apprentices, Assistants and Clerical)

PERFORMANCE OBJECTIVE V-TECS 13

STANDARD: Employees hired must be qualified for the position in accordance with advertised job description.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Job vacancies due to normal attrition, expansion, or opening of new salon
Applicants
Completed applications
Job description
Salon handbook

PERFORMANCE GUIDE

1. Review the job description and requirements.
2. Advertise job opening.
3. Review job applications.
4. Contact references of applicants who are to be interviewed.
5. Interview applicants.
   a. Introduce self.
   b. Explain salon operation and objectives.
   c. Describe duties and responsibilities of position.
   d. Discuss salary and benefits.
   e. Explain work conditions.
   f. Ask applicant questions to determine qualifications.
   g. Insure that applicant is licensed hairdresser if job opening is for that position.
   h. Ascertain number of clientele if experienced hairdresser is preferred.
6. Select best qualified applicant at conclusion of interviewing process.
7. Extend job offer to applicant selected for job.
8. Insure that employee fully understands job responsibilities.
9. Provide new employee with orientation or salon handbook outlining policies and procedures.

LEARNING ACTIVITIES

1. List on chalkboard steps which must be followed in an interview.
2. Assign students to write job descriptions and advertisements for mock interviews.
3. Have students develop an application form.
4. Assign students to set up partners for mock interviews.

PERFORMANCE OBJECTIVE V-TECS 13 continued

5. Allow students to conduct their mock interviews and critique each's performance.
6. Discuss how to improve their performance.

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 368-371.
Ahern. **West's Textbook of Cosmetology**, p. 452.
Job Seeking: How & Where?, pp. 27-34.

EVALUATION

Practical Application

Conduct an interview using another student as the applicant and you as the employer.

Method of Evaluating Practical Application

Use the Performance Guide as Checklist.

DUTY: Managing the Salon

TASK: Resolve Client Complaints

PERFORMANCE OBJECTIVE V-TECS 12

STANDARD: Client complaints, including chemical damage to hair, poor haircut, communication gap, and personality conflict, must be resolved according to salon policy.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Dissatisfied client with complaints
Policy for handling complaints

PERFORMANCE GUIDE

1. Discuss client complaint in private, if at all possible.
2. Ask client to explain complaint fully.
3. Ask questions whenever needed.
4. When appropriate, include stylist in discussion.
5. Determine validity of complaint
   a. Is chemical damage present?
   b. Was there lack of communication concerning desired results and/or care of finished product?
   c. Was there a personality conflict as to styling desired?
   d. Was a poor haircut given?
6. If chemical damage is present and salon is at fault
   a. Provide haircuts until hair is returned to healthy state.
   b. Perform salon conditioning treatments or give conditioning products to client for home use.
7. If no damage has occurred and client/stylist communication gap or personality conflict exists, suggest alternative stylist.
8. If hair has been cut poorly, arrange for another stylist for client.

LEARNING ACTIVITIES

1. Exlain that complaints should be given careful consideration by the owner/manager.
2. Discuss the importance of using self-control, tact, and courtesy when handling complaints. These are a MUST!
3. Remind students that they must not interrupt the client's description of the problem.
4. Assure students that most complaints can be resolved fairly easily.
5. Emphasize the need for promptness in resolving the complaint.

RESOURCES

Kibbe. **Standard Textbook of Cosmetology**, p. 474.

PERFORMANCE OBJECTIVE V-TECS 12 continued

EVALUATION

Written Questions

1. List three qualities which are helpful in resolving clients' complaints.
2. When should complaints be resolved by the owner/manager?

Answers

1. Self-control, courtesy, tact
2. As soon as possible, promptly

DUTY: Managing the Salon

TASK: Dismiss Employee

PERFORMANCE OBJECTIVE V-TECS 14

STANDARD: All employees requiring termination must be dismissed following salon dismissal guidelines.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Employees to be dismissed because of (a) unsatisfactory performance of duties or (b) situation which no longer requires a worker

PERFORMANCE GUIDE

1. Identify situation or action supporting need for dismissal.
2. Evaluate employee's performance and situation.
3. Prepare final check for employee including any accrued benefits.
4. Review situation with employee in private.
5. Inform employee of dismissal.
6. Give employee an opportunity to respond and react to notice of dismissal.
7. Request return of salon keys or equipment.
8. Pay employee.
9. Document dismissal.

LEARNING ACTIVITIES

1. Discuss the importance of employees knowing from the time of hiring what is required of them.
2. Explain that employees hurt morale in the salon if they are not fulfilling their duties.
3. Emphasize the need for tact and privacy in any admonishments to employees.
4. Have students discuss ways in which an employer might approach an employee with a warning.
5. Have students go through a mock warning and dismissal. Critique each other's performances.
6. Discuss the students' critiques.

RESOURCES

Local salon owners
Franco, et. al. **The World of Cosmetology**, p. 380.

EVALUATION

Written Questions

1. Describe how an admonishment must be made to an employee.
2. List the steps to be taken in dismissing an employee.

PERFORMANCE OBJECTIVE V-TECS 14 continued

Answers

1. With tact and privacy.
2. a. Review situation with employee.
   b. Inform employee of dismissal.
   c. Allow employee to respond.
   d. Retrieve property of salon.
   e. Pay employee.

DUTY: Managing the Salon

TASK: Keep Daily Sales and Salon Records

PERFORMANCE OBJECTIVE V-TECS 15

STANDARD: Accurate daily retail sales and salon records must be maintained.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK

- Retail charts
- Calculators
- Receipts
- Files
- Record book
- Invoices
- Release statement forms

PERFORMANCE GUIDE

1. At end of work day, determine expenditures and customer receipts.
2. Tally money drawer.
3. Compare Steps 1 and 2 to insure that they balance.
4. Recheck Steps 1 and 2 should a discrepancy exist and record findings.
5. Record salon's daily gross service income separately for IRS purposes.
6. Record salon's daily retail sales separately for sales tax purposes.
7. Maintain file of release statements in a chronological file.
8. Record salon's daily gross income (sales and services).
9. Keep files and records in a safe place.
10. Complete drawer closeout and prepare deposit.

LEARNING ACTIVITIES

1. Explain the need for accuracy in daily record keeping.
2. Demonstrate how sales records are kept on separate slips for tax purposes.
3. Compile a list on the chalkboard of mock services costs and sales for a salon.
4. Explain that the money taken in must always balance with sales and service records.
5. Discuss the need for release forms. (These are not used every day.)

RESOURCES

Ahern. **West's Textbook of Cosmetology**, p. 448.
Franco, et. al. **The World of Cosmetology**, p. 393.
Internal Revenue Service
State Tax Commission

PERFORMANCE OBJECTIVE V-TECS 15 continued

EVALUATION

Written Questions

1. Explain why sales records in the salon must be kept separately.
2. The total amount of money taken in daily must always balance with _____ and _____.

Answers

1. For tax purposes
2. The daily sales and service records.

DUTY: Managing the Salon

TASK: Keep Daily Service/Sales Records for Employees

PERFORMANCE OBJECTIVE V-TECS 16

STANDARD: Daily services records must be kept that (a) reflect an accurate record of services performed and sales made and that (b) correspond with cash drawer receipts.

SOURCE OF STANDARD: Consensus of writing team composed or workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Daily record sheets
Daily receipts from retail sales and services

PERFORMANCE GUIDE

1. At end of day, compare employee's original receipts with copies to determine income for day's work.
2. Record wages and retail commissions on daily service record sheet.
3. Tally total retail sales and taxes plus total services for grand total.
4. Compare individual totals on daily service record sheet to insure that Steps 2 and 3 balance.
5. Record retail and service commission for each employee on daily/weekly employee record wage sheet.

LEARNING ACTIVITIES

1. Explain to students that daily service/sales records must be accurately kept.
2. Distribute record sheets (blank) and receipts (blank).
3. Have students record mock figures on receipts.
4. Ask students to transfer these figures to the daily service record sheet.
5. Tell students to be certain figures are the same.

RESOURCES

Ahern. **West's Textbook of Cosmetology**, p. 449.

EVALUATION

Practical Application

Complete the receipt form and the Daily Service Record form with the following information: Mary Jones received services at Shearly Delightful on June 20. Marla gave a permanent wave to Ms. Jones for $40.00. Sally gave Ms. Jones a hair cut for $8.00. Robert styled Ms. Jones' hair for $10.00.

Method of Evaluating Practical Application

Check the forms to see that they are filled in correctly.

DUTY: Managing the Salon

TASK: Keep Employee Records

PERFORMANCE OBJECTIVE V-TECS 17

STANDARD: All pertinent employee records must be kept up to date and on file in a secure area.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
File cabinet
Employee records to be filed

PERFORMANCE GUIDE

1. When employee is hired, set up a file to maintain all pertinent forms and records pertaining to employees.
2. File employee's application.
3. Insure that pertinent employee data, including the following, are maintained on file on a current basis:
   a. Complete name, address, and phone number.
   b. Marital status.
   c. Number of dependents.
   d. Social security number.
   e. Professional background.
      (1) Education/training.
      (2) Employment history.
   f. Date of employment.
   g. Beginning salary/raises.
   h. Clientele status.
   i. Promotions.
   j. Vacations taken.
   k. Annual leave record.
   l. Sick leave record.
   m. Next of kin.
   n. Other pertinent data as necessary.
4. Maintain up-to-date W-2 forms.
5. Retain end-of-year earnings statements in employee's file.
6. Maintain anecdotal records to support employer/employee relationship as may be required.
7. Document termination of employee's employment, including date and reason.

LEARNING ACTIVITIES

1. Designate each student to roleplay the position of employer and employee on a rotating basis. Have students "hire" two persons.
2. Have students list all pertinent employee data (as listed in Performance Guide).

PERFORMANCE OBJECTIVE V-TECS 17 continued

3. Observe the "interviews." Ask students to critique the business manners of each.
4. Ask students to make an employee record (for homework).
5. Emphasize the need for neatness and accuracy in making and keeping employee records.
6. Make and reprint an employee record on which all of the information in the Performance Guide is requested.

RESOURCES

Social Security Administration
Internal Revenue Service
State Tax Commission
State Employment Service

EVALUATION

Written Questions

What are the seven steps important in setting up an employee record?

Answer

Steps are listed in the Performance Guide.

DUTY: Managing the Salon

TASK: Purchase Supplies

PERFORMANCE OBJECTIVE V-TECS 18

STANDARD: Supplies must be purchased in needed quality and quantity to maintain stock requirements of salon.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Supplies to be ordered
Names of suppliers

PERFORMANCE GUIDE

1. List supplies to be purchased.
2. Identify supplier or warehouse where supplies are to be purchased.
3. Place order and specify
   a. Items needed.
   b. Quantities desired.
   c. Date needed or when order will be picked up.
4. Request cost of supplies.
5. Check supplies received against delivery ticket.
6. Store supplies in stockroom.
7. File receipts/delivery tickets.

LEARNING ACTIVITIES

1. Explain how to check for supplies and fill out an order form.
2. Have students go to the stock room and take inventory.
3. Write on the board the name of the supplier with whom the students are to place the order.
4. Have students roleplay making a phone call and placing an order. Let the other students critique the call and order. Discuss improvements which need to be made.
5. Discuss the importance of ordering before the supply is depleted but not over-stocking.
6. When an order is received have the students check actual order against the list and the actual delivery ticket.

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 384-386.

EVALUATION

Practical Application

Compile an order for supplies needed in the salon, place the call to the vendor, check delivery against order.

PERFORMANCE OBJECTIVE V-TECS 18 continued

Method of Evaluating Practical Application

Instructor must observe the procedure, check the list, and the items. Did student correctly state the following: items needed, quantities, date of delivery cost? Did student check the order of supplies against the delivery ticket?

DUTY: Managing the Salon

TASK: Arrange for Advertising

PERFORMANCE OBJECTIVE V-TECS 19

STANDARD: Advertisement must be prepared and run in accordance with contract and final advertisement proof.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Advertisement concept
Media source/contact person
Contract
Proof
Media run

PERFORMANCE GUIDE

1. Prepare concept for advertisement.
2. Determine media source to reach designated clientele considering costs.
3. Contact media source regarding proposed advertisement.
4. Review demographic and price data and insertion dates.
5. Make decision if more than one media source is involved.
6. Sign contract.
7. Review advertisement proof for approval, additions, or corrections.
8. Note advertisement when it runs in media source.
9. Measure source effectiveness if possible.

LEARNING ACTIVITIES

1. Explain the importance of advertising.
2. Emphasize that no more than 3% of the salon's gross income should be spent on advertising.
3. List the media sources and explain that salon owners should investigate each one.
4. Identify the items of information which should be shown in advertisement.
5. Have students discuss which media source they think reaches more people.
6. Have students vote on one media source and write an advertisement for it.

RESOURCES

Ahern. **West's Textbook of Cosmetology**, p. 452.
Local newspaper business agent or public relations person
Television public relations person
Radio public relations person

PERFORMANCE OBJECTIVE V-TECS 19 continued

EVALUATION

Written Questions

1. What percentage of a salon's gross income should be spent on advertising?
2. List at least four media sources.
3. What are the items of information which should be shown in an advertisement?

Answers

1. 3%
2. Newspaper, television, radio, billboard, magazines
3. Name of salon, address, phone number, service(s) offered, price(s), date(s) of validity.

DUTY: Managing the Salon

TASK: Contract for Salon Cleaning Services

PERFORMANCE OBJECTIVE V-TECS 20

STANDARD: Salon cleaning services must be arranged and completed according to contract.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Salon to be cleaned
Janitorial service

PERFORMANCE GUIDE

1. Select janitorial cleaning service based upon referral or reputation.
2. Arrange service
   a. Define extent of cleaning service
      (1) Sweep
      (2) Empty wastebaskets
      (3) Clean bathroom
      (4) Maintain wax
      (5) Clean windows
      (6) Clean walls
      (7) Clean upholstery
      (8) Clean carpets
      (9) Dust
   b. Negotiate payment.
3. Observe premises periodically to insure that cleaning is performed.
4. Make payment upon receipt of bill.

LEARNING ACTIVITIES

1. Explain that many salons employ cleaning services, but many small salons have cleaning duties for employer and employees.
2. Emphasize that no more than 1-2% of the salon's gross income must be spent on cleaning services.
3. Describe what services are usually included in a cleaning service contract.
4. Discuss the need for an attorney to advise salon owners on all contracts.
5. Have students write a list of advantages and disadvantages of employing a cleaning service.

RESOURCES

Ahern. **West's Textbook of Cosmetology**, p. 450.

PERFORMANCE OBJECTIVE V-TECS 20 continued

EVALUATION

Written Questions

1. What percentage of the salon's gross income should be spent on cleaning services?
2. Explain why an attorney should advise the salon owner on contracts.

Answers

1. 1-2%
2. An attorney would see any mistakes or errors in the contract.

DUTY: Managing the Salon

TASK: Lease Booth or Station Space to Hairdressers

PERFORMANCE OBJECTIVE V-TECS 21

STANDARD: Booth or station space must be leased to hairdressers (lessees) on terms which have been agreed upon by parties involved.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Available work area
Shampoo bowl and chair
Styling station and chair
Lease or legal document

PERFORMANCE GUIDE

1. As lessor, familiarize yourself with all laws governing cosmetology.
2. Determine whether lessor or lessee will bear operational expenses. (Note: Operational expenses include utilities, supplies, towel service, maintenance, and advertising.)
3. Prepare lease utilizing services of lawyer and accountant.
4. Insure that terms and obligations of lease are satisfactory to lessee.
5. Sign lease (lessor and lessee).

LEARNING ACTIVITIES

1. Explain that all salons do not rent booths.
2. Explain that the owner/lessor should be familiar with all cosmetology laws.
3. Emphasize the need for having an accountant and a lawyer.
4. Have students discuss the operational expenses and who is responsible.
5. Assign students to visit a salon where booths are rented and talk to the owner.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 374.

EVALUATION

Written Questions

1. What are operational expenses?
2. Who is involved in preparing the lease for a booth rental?

PERFORMANCE OBJECTIVE V-TECS 21 continued

Answers

1. Expenses necessary for the operations of the hairdresser which includes utilities, supplies, towel service, maintenance, and advertising.
2. A lawyer, the salon owner, and an accountant.

DUTY: Managing the Salon

TASK: Obtain Booth or Station Space from Lessor

PERFORMANCE OBJECTIVE V-TECS 22

STANDARD: Booth or station space must be obtained from lessor according to terms of lease which have been agreed upon by both parties involved.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Work area
Styling station and chair
Attorney
Shampoo bowl and chair
Lease or legal document

PERFORMANCE GUIDE

1. Study terms of lease with aid of attorney
   a. Determine which operational expenses are to be borne by lessee and lessor.
   b. Include option to renew lease or to assign lease to another person.
   c. Stipulate in lease that major repairs or renovations are responsibility of lessor.
   d. Insure that lease designates the lease period, rent, date rent due, and deposit required.
   e. Include in the lease any provisions that may be peculiar to the individual situation.
2. Sign and date lease after all terms have been agreed to.

LEARNING ACTIVITIES

1. Explain why it may be necessary to rent booths.
2. Explain the type of lease a salon owner will offer.
3. Emphasize the need for clarity in arrangements with the lessor.
4. Explain that as lessees they will also need an attorney.
5. Stress the need for keeping copies of all business papers in a safe, fireproof file.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 374.

EVALUATION

Written Questions

1. For leasing a booth in a salon, why would you need an attorney?
2. Describe the type of place in which you will keep important business papers.

PERFORMANCE OBJECTIVE V-TECS 22 continued

Answers

1. Reasons listed in Performance Guide.
2. Safe, fireproof file

DUTY: Managing the Salon

TASK: Prepare Work Schedule for Employees (Cosmetologists, Apprentices, Assistants, Clerical, Pedicurists, and Manicurists)

PERFORMANCE OBJECTIVE V-TECS 23

STANDARD: A work schedule must be prepared in accordance with requested salon services and availability of employees.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Knowledge of salon hours/shifts.
Availability and number of workers
Schedule form
Pencil

PERFORMANCE GUIDE

1. Determine
   (a) Number of stations available.
   (b) Peak operating hours.
   (c) Number of part-time and full-time employees available.
   (d) Number of nightime and daytime employees.
   (e) Employees' days off.
2. Prepare schedule considering information in No. 1.
3. Post schedule.
4. Notify individual employees.

LEARNING ACTIVITIES

1. Explain that work schedules are necessary to avoid confusion in a salon.
2. List the items which must be on a work schedule.
3. Have students copy this list.
4. Identify what situations may occur without a schedule.
5. Explain the importance of a well-run and organized salon.

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 376-377.
local salon owners

EVALUATION

Written Questions

1. List the items which must be on a work schedule.
2. State the advantages of having an organized salon.

PERFORMANCE OBJECTIVE V-TECS 23 continued

Answers

1. a. Number of stations available
   b. Operating hours
   c. Number of full-time and part-time employees
   d. Employees' days off
2. It usually has satisfied employees and clientele.

DUTY: Managing the Salon

TASK: Maintain Inventory of Salon Supplies

PERFORMANCE OBJECTIVE V-TECS 30

STANDARD: Salon supplies must be ordered and kept in stock for the various services offered.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Inventory list
Supply source

PERFORMANCE GUIDE

1. Take inventory of salon's supply needs daily or weekly.
2. Record on inventory sheet.
3. Call, go by supply house, or order through sales representative items needed.
4. Receive ordered supplies and insure that quantities received agree with invoice.
5. Stock items in supply room, noting additions on inventory records.
6. File invoices and receipts.

LEARNING ACTIVITIES

1. Explain what an inventory list should include.
2. Have students make a list of these items.
3. List local or state supply houses with which students may conduct business in the future.
4. Explain the difference between an inventory list and a want list.
5. Review the need for accuracy in keeping an inventory.

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 388-389.
Local salon owners

EVALUATION

Written Questions

1. List the items which should be included on an inventory list.
2. Describe the difference between an inventory list and a want list.

Answers

1. Name of item
   quantity on hand (date)
   quantity ordered (date)
   quantity received (date)
   total on hand as of date order was received

PERFORMANCE OBJECTIVE V-TECS 30 continued

2. An inventory list includes all items used in salon. A want list is a list of items which the employees want ordered.

DUTY: Managing the Salon

TASK: Maintain Equipment

PERFORMANCE OBJECTIVE V-TECS 25

STANDARD: All equipment must be maintained in safe operating condition.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Hair dryers, curling irons, miscellaneous electrical equipment
Hydraulic chairs
Shampoo chairs
Hydraulic fluid
Air conditioners

PERFORMANCE GUIDE

1. Add hydraulic fluid to hydraulic chairs as it is needed to retain chairs in good working order.
2. Check cords/plugs/switches on electrical equipment on regular basis.
3. Replace cords, plugs, switches or equipment as situation warrants.
4. Contact repairman whenever scope of repairs exceeds expertise of owner/manager.

LEARNING ACTIVITIES

1. Explain that maintenance of equipment is necessary for safety.
2. Describe how proper maintenance will save money for the salon.
3. Assign a survey of equipment in the school salon.
4. Determine if equipment in school salon is in good working order.
5. Emphasize that the salon owner is responsible for maintaining equipment or for establishing a maintenance agreement with a service department.

RESOURCES

Ahern. **West's Textbook of Cosmetology**, p. 450.

EVALUATION

Written Question

State two reasons why a salon owner must see that equipment is maintained.

Answer

It will save money and the salon will be safer.

DUTY: Managing the Salon

TASK: Maintain Working Fire Extinguisher

PERFORMANCE OBJECTIVE V-TECS 29

STANDARD: Fire extinguisher must be checked as required and kept in working order and replaced if it becomes defective.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Knowledge of use of fire extinguisher
Fire extinguisher
Maintenance check record

PERFORMANCE GUIDE

1. On scheduled check date, remove fire extinguisher from wall brace.
2. Pull round pin attached to left side of extinguisher head.
3. Press extinguisher handle to see if it is in working order
   a. If extinguisher works, record date and initials on maintenance check record.
   b. If extinguisher does not work, record findings and date and initials.
4. Replace working extinguisher to wall mount.
5. Purchase new fire extinguisher if old one is found defective. (Note: Verify regulations governing maintenance of working fire extinguisher.)

LEARNING ACTIVITIES

1. Invite a fire marshall to address the class on the need for safety.
2. Have students take notes for further discussion.
3. Provide a question and answer period with fire marshall.
4. Demonstrate how to check the fire extinguisher.
5. Show the card on which the finding of the safety check is recorded.

RESOURCES

local fire department
OSHA regulation officer

EVALUATION

Written Questions

1. State when a fire extinguisher should be checked.
2. If the extinguisher is defective, what should be done?

Answers

1. Once a month
2. A defective extinguisher should be replaced, findings recorded with the date and your initials.

DUTY: Managing the Salon

TASK: Contract for Business Computing/Accounting Service

PERFORMANCE OBJECTIVE V-TECS 31

STANDARD: Business computing service must be contracted which provides accurate, on-time accounting services requested by salon.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Salon accounting functions to be performed
Business computing services

PERFORMANCE GUIDE

1. Identify accounting services needed
   a. Accounts payable.
   b. Financial statements.
   c. Tax reporting.
   d. Payroll.
   e. Other.
2. Select company which can provide services needed.
3. Clarify procedures to follow
   a. Transmittal of data.
      (1) Via on-site computer terminal.
      (2) Pickup by company representative.
      (3) Phone in.
   b. Receipt of completed job.
   c. Deadlines and due dates.
4. Negotiate and arrange payment for services.

LEARNING ACTIVITIES

1. List on chalkboard the accounting services needed in a salon.
2. Have students take notes on these services.
3. Discuss the need for investigating prospective accounting services.
4. Explain that references and clients of the accounting firms should be checked before making a decision.
5. Discuss the need for comparing costs of services provided by the prospective businesses.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 387.

EVALUATION

Written Question

List the types of accounting services needed by salons.

PERFORMANCE OBJECTIVE V-TECS 31 continued

Answer

a. Accounts payable
b. Financial statements
c. Tax reporting
d. Payroll

DUTY: Performing Receptionist Functions

TASK: Close Salon

PERFORMANCE OBJECTIVE V-TECS 50

STANDARD: Salon must be closed following completion of salon closing routine.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Scheduled closing time
Receipts, forms, cash
Calculator
Appointment book
Employee (and backup) designated to close salon

PERFORMANCE GUIDE

1. Calculate daily production totals for hairdressers.
2. Determine gross receipts for salon.
3. Check money by comparing records/receipt forms against actual cash on hand.
4. File receipts.
5. Adjust thermostat and turn out lights.
6. Insure that all doors are locked.
   (Note: Activities performed during opening and closing (P042) routines may overlap and are interchangeable depending upon manager's or owner's preference.)

LEARNING ACTIVITIES

1. Arrange for students to calculate daily totals for hairdressers.
2. Explain gross receipts.
3. Demonstrate how to reconcile receipts against actual cash.
4. Discuss procedure used to file receipts.
5. Stress the importance of closing and securing the salon.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 19.

EVALUATION

Written Questions

1. How are the salon's gross receipts determined?
2. What procedure is used to file receipts?

PERFORMANCE OBJECTIVE V-TECS 50 continued

Answers

1. The salon's gross receipts are determined by counting the total amount collected before paying out any bills.
2. The receipts are filed in a systematic filing system set up by the salon owner/manager.

PERFORMING ACCOUNTING FUNCTIONS

DUTY: Performing Accounting Functions

TASK: Prepare Federal Tax Reports

PERFORMANCE OBJECTIVE V-TECS 32

STANDARD: Federal tax reports must be accurately prepared and submitted by due date.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Federal tax reporting forms
Salon financial records
Accountant
Business computing/accounting service
Specific fiscal accounting period

PERFORMANCE GUIDE

1. Assemble federal tax forms and pertinent salon financial records.
2. Become familiar with tax form.
3. Draft copy of tax report.
4. Recheck computations.
5. Prepare final and duplicate copies.
6. Prepare check for payment of tax.
7. Mail tax report and check.
8. File supporting papers including duplicate copy.

Business Computer Service

1. Transmit request, forms, financial records, and data to business computing/accounting service.
2. Pick up completed report or insure report is delivered on designated date.
3. Verify satisfactory completion of tax report.
4. Sign forms and mail.
5. File supporting papers.

LEARNING ACTIVITIES

1. Invite a representative from the Internal Revenue Service to explain the procedure in preparing tax reports.
2. Have students practice filling out the forms.
3. Give the students amounts for income and expenses for the year and have them to enter the figures.
4. Ask the representative to check the entries for accuracy.
5. Explain the services provided by a business computing/accounting service.

RESOURCES

Internal Revenue Service representative

PERFORMANCE OBJECTIVE V-TECS 32 continued

EVALUATION

Practical Application

From a teacher developed budget, prepare a federal tax report.

Method of Evaluating Practical Application

Ask IRS representative to check the completed report for accuracy.

DUTY: Performing Accounting Functions

TASK: Prepare State Tax Report

PERFORMANCE OBJECTIVE V-TECS 33

STANDARD: State tax report must be accurately prepared and submitted by due date.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Federal and state tax reporting forms
Salon financial records
Accountant
Business computing/accounting service
Specific fiscal accounting period

PERFORMANCE GUIDE

1. Assemble federal and state tax forms and pertinent salon financial records.
2. Become familiar with state tax form.
3. Draft copy of tax report.
4. Recheck computations.
5. Prepare final and duplicate copies.
6. Prepare check for payment of tax.
7. Mail tax report and check.
8. File supporting papers including duplicate copy.

Business Computer Service

1. Transmit request, forms, financial records, and data to business computing/accounting service.
2. Pick up completed report or insure report is delivered on designated date.
3. Verify satisfactory completion of tax report.
4. Sign forms and mail.
5. File supporting papers.

LEARNING ACTIVITIES

1. Obtain copies of State tax forms.
2. Distribute copies of the forms.
3. Using a teacher-developed budget with income and expenses, illustrate the placement of those figures with an explanation.
4. Explain that State tax forms are to be filled in accurately, neatly, and mailed promptly.
5. Discuss the penalties for inaccurate information and late filing.
6. Have students fill out a tax form for practice.
7. Tell students that many salons rely on business accountants to fill in and mail State tax forms.

PERFORMANCE OBJECTIVE V-TECS 33 continued

RESOURCES

State Tax Commission
Kibbe. **Standard Textbook of Cosmetology**, p. 466.

EVALUATION

Practical Application

Make up a budget for a salon. Place these figures on a State tax form.

Method of Evaluating Practical Application

Check the form for accuracy, neatness, using the budget the student developed.

DUTY: Performing Accounting Functions

TASK: Prepare Local Tax Report

PERFORMANCE OBJECTIVE V-TECS 34

STANDARD: Local tax report must be accurately prepared and submitted by due date.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Local tax reporting form
Salon financial records
Accountant
Business computing/accounting service
Specific fiscal accounting period

PERFORMANCE GUIDE

1. Assemble local tax reporting form and pertinent financial records.
2. Become familiar with tax form.
3. Using financial records as needed, draft copy of tax report.
4. Recheck computations.
5. Prepare final and duplicate copies.
6. Prepare check for payment of tax.
7. Mail tax report and check.
8. File supporting papers and duplicate copy.

Business Computer Service

1. Transmit request, forms, financial records, and data to business computing/accounting service.
2. Pick up completed report or insure report is delivered on designated date.
3. Verify satisfactory completion of tax report.
4. Sign forms and mail.
5. File supporting papers.

LEARNING ACTIVITIES

1. Obtain local tax reporting form.
2. Distribute copies of this form.
3. Using teacher-developed budget, illustrate the placement of those figures with an explanation.
4. Have students practice filling out the forms.
5. Emphasize that forms must be filed before the local deadline and the penalties if they are late.

RESOURCES

Local tax agency
Kibbe. **Standard Textbook of Cosmetology**, p. 466.

PERFORMANCE OBJECTIVE V-TECS 34 continued

EVALUATION

Practical Application

Using a previously developed budget, place those figures on the local tax form.

Method of Evaluating Practical Application

Check the form for accuracy and neatness, using the budget the student developed.

DUTY: Performing Accounting Functions

TASK: Prepare Payroll

PERFORMANCE OBJECTIVE V-TECS 35

STANDARD: The payroll must be prepared without error, showing gross and net wages due each employee, and must be distributed on designated schedule; accurate payroll records must be prepared and retained by salon.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:

- Calculator
- Hairdressers' total sheets
- Salons' total sheets
- Checks/supplies
- Payroll charts
- Tax charts
- Business computing/accounting service
- Microcomputer and software
- Accountant

PERFORMANCE GUIDE

In-House Manual Method

1. Verify salon's and hairdressers' production sheets for pay period (weekly, semimonthly, etc.)
2. Calculate individual production totals for each employee.
   a. Service (salary/commission).
   b. Product sales.
3. Calculate salon's percentage.
4. Compute gross salary, deductions, and net salary (gross salary less payroll deductions).
5. Prepare statements of wages and deductions for each employee.
6. Review calculations to insure accuracy.
7. Prepare check.
8. Place statement and check in envelope.
9. File payroll records.
10. Distribute pay envelopes to employees at designated time.

In-House Microcomputer Method

Because of variations in microcomputer applications, performance guides are not given here. Prepare payroll following software applications for specific microcomputer at hand.

Business Computing/Accounting Service

1. For designated payroll period, verify salon's and hairdresser's daily and weekly production data.
2. Summarize data according to format or on forms recommended by business computing/accounting service.
3. Submit payroll data on scheduled date following established procedures.

PERFORMANCE OBJECTIVE V-TECS 35 continued

4. Insure that payroll is prepared and that checks are written by due date.
5. Verify accuracy of prepared payroll including records retained by salon and checks that have been prepared.
6. Sign payroll checks and distribute according to schedule.
7. File supporting papers.

LEARNING ACTIVITIES

1. Stress the importance of keeping accurate records in salon.
2. Explain the need for calculating service totals and product sales totals.
3. Review the mathematical procedure for finding percentage.
4. List the various deductions which must be subtracted from each employee's salary.
5. Explain the importance of paying by check and on time.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 387.
Ahern. **West's Textbook of Cosmetology**, pp. 453, 454.
Internal Revenue Service

EVALUATION

Written Questions

1. What are the individual production totals which must be kept by each cosmetologist?
2. Explain the difference between the gross salary and the net salary.
3. Name the deductions which must be subtracted from each employee's gross salary.
4. Why should an employee be paid by a check?

Answers

1. Service totals and product sales.
2. Gross salary is the amount due an employee before deductions are subtracted.
3. Federal income tax withholding, social security tax, federal unemployment insurance, state taxes, city income taxes (where applicable)
4. A check is tangible evidence for record-keeping and accuracy.

DUTY: Performing Accounting Functions

TASK: Pay Bills

PERFORMANCE OBJECTIVE V-TECS 36

STANDARD: All bills must be verified and paid by due date, without error, with discounts for early payment applied to amount due; supporting papers must be filed.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetolgoy domain.

CONDITIONS FOR PERFORMANCE OF TASK:

Calculator
Income
Deposits
Bills
Receipts
Envelopes
Stamps
Invoices
Accountant
Business computing/ accounting service

PERFORMANCE GUIDE

In-House Manual Method

1. Organize bills according to invoice number, due date, and to whom payable along with any supporting documents.
2. Determine date that bills must be paid.
3. Budget income so that bills can be paid by due date.
4. Verify gross amount of bill.
5. Compute all applicable discounts.
6. Compute net amount due.
7. Write check for correct amount.
8. Mark bills paid, with date and check number.
9. Address and stamp envelope.
10. Place check in envelope, accompanied by invoice copy or stub, if required.
11. Mail payment.
12. File paid bills and supporting documents including correspondence, receipts, and cancelled checks.

Microcomputer with Software Package

Because of variations in microcomputer applications, performance guides are not given here. Follow procedures to pay bills following software applications for specific microcomputer at hand.

Business Computing/Accounting Service

1. Transmit request, forms, business records, and data to business computing/accounting service on designated date.
2. Insure that bills are paid and that checks are received by salon by due date.

PERFORMANCE OBJECTIVE V-TECS 36 continued

3. Verify accuracy of payments including checks and records retained by salon.
4. Sign checks and mail.
5. File supporting papers.

LEARNING ACTIVITIES

1. Explain that a salon's reputation, in part, is maintained by promptness in paying bills.
2. Explain why careful records must be kept of what is owed (invoices, bills, etc.)
3. Emphasize the need for keeping numbers of checks written for the salon's bills.
4. Have students write information which must be kept in salon's records.
5. Explain that checks for bills must be kept when cancelled checks are received in statements.

RESOURCES

Local banks
Local salon owners

EVALUATION

Written Questions

1. List the items which must be kept for records of amounts owed by the salon.
2. When a check is written for a bill, explain what must be recorded.

Answers

1. Invoices, bills, statements
2. Check number and amount.

DUTY: Performing Accounting Functions

TASK: Keep Tip Records

PERFORMANCE OBJECTIVE V-TECS 37

STANDARD: An accurate record of all tips (gratuities) must be kept for tax purposes.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Personal ledger
Tips received

PERFORMANCE GUIDE

1. At the close of work day, record amount of tips received, along with date in personal ledger.
2. Submit weekly (or other payroll period) total for tips to proprietor or manager for use in computing payroll.
3. At end of year, total ledger and record total on tax forms.

LEARNING ACTIVITIES

1. Explain that tips are taxable.
2. Discuss the special form which may be obtained from the IRS for recording tips (Form 4070).
3. Emphasize that these forms must be filled out by each employee once a month or week.
4. Explain that the filled tips forms must be given to the owner or manager.
5. Explain that the owner or manager will deduct the required amount from the employee's paycheck.

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 387.
Internal Revenue Service

EVALUATION

Written Questions

1. How often must the amount of tips be recorded in the **personal** ledger?
2. How often must the total for tips be submitted to the employer?

Answers

1. Daily
2. Once per pay period

DUTY: Performing Accounting Functions

TASK: Prepare W-2 Forms

PERFORMANCE OBJECTIVE V-TECS 38

STANDARD: W-2 forms must be completed by due date without error with all required data for designated fiscal period.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Record of employee earnings and deductions for designated fiscal period
W-2 forms
Calculator and supplies
Business computing/accounting service

PERFORMANCE GUIDE

1. Review employee earnings and deductions record.
2. Prepare W-2 forms completing all required information:
   a. Gross earnings.
   b. Federal income tax.
   c. State income tax.
   d. FICA.
   e. Local income tax wherever applicable.
3. Check all figures entered on W-2 forms.
4. Send W-2 form to employees by January 31 of following year.

Business Computing/Accounting Service

1. Transmit request, forms, business records, and data to business computing/accounting service.
2. Insure that requested service is received by due date.
3. Verify satisfactory completion of request.
4. Mail forms.
5. File supporting papers.

LEARNING ACTIVITIES

1. Explain the purpose of the W-2 forms and the filing date.
2. List the items which should be shown on W-2 forms.
3. Distribute copies of the form and have students fill in the forms with teacher-developed budget.
4. Emphasize the need for clarity and neatness.
5. Explain that a salon owner may have the business accountant prepare the forms.

RESOURCES

Internal Revenue Service
Franco, et. al. **The World of Cosmetology**, p. 387.

PERFORMANCE OBJECTIVE V-TECS 38 continued

EVALUATION

Written Question
List the items required on the W-2 form.

Answer
Salary, federal taxes, state taxes, FICA, local taxes (where applicable)

DUTY: Performing Accounting Functions

TASK: Determine Profit of Business

PERFORMANCE OBJECTIVE V-TECS 39

STANDARD: Using accurate financial records for income and expenses for designated fiscal period, the profit of the business must be calculated without error.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Income and expense records for specified fiscal period
Microcomputer with software package
Accountant
Computer service

PERFORMANCE GUIDE

1. Review income and expense records.
2. Prepare income statement to determine profit of business as follows:
   a. List all sources of income.
   b. Total income and extend to right column.
   c. List all expenses.
   d. Total expenses and extend to right column.
   e. If total expenses are less than total income, subtract and record figure as net profit.
   f. If total expenses exceed total income, subtract income and record figure as net loss. (Note: This figure is usually shown in red or enclosed in parentheses.)

Microcomputer with Software Package

Because of variations in microcomputer applications, performance guides are not given here. Follow instructions and procedures of accompanying software package to determine profit of business.

Business Computing/Accounting Service

1. Transmit request, forms, business records, and data to business computing/accounting service.
2. Insure that requested service is received by due date.
3. Verify satisfactory completion of service performed.
4. Retain financial statement for analysis.
5. File supporting papers.

LEARNING ACTIVITIES

1. Invite a certified public accountant (CPA) to speak on determining profit in a business.
2. Allow time for question and answer period.

PERFORMANCE OBJECTIVE V-TECS 39 continued

3. Explain and illustrate how to prepare an income statement.
4. Give the students income and expense figures and have them practice developing an income statement.
5. Discuss why a profit is necessary (to pay employees, give raises, to plan expansion, etc.)

RESOURCES

Franco, et. al. **The World of Cosmetology**, p. 389.

EVALUATION

Written Question

Explain briefly how a salon's profit is figured.

Answer

If total expenses are **less** than total income, the salon has a profit.

DUTY: Performing Accounting Functions

TASK: Determine Net Worth of Business

PERFORMANCE OBJECTIVE V-TECS 40

STANDARD: Using accurate financial records for designated fiscal period, the net worth of the business must be calculated without error.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
Financial records
Microcomputer with software package
Accountant (CPA)
Computing service
Calculator and supplies
Specific fiscal period

PERFORMANCE GUIDE

1. Assemble financial records for designated fiscal period.
2. Prepare balance sheet.
   a. List assets and balances, beginning with accounts that are most liquid (e.g., cash, accounts receivable, supplies, equipment, building, land).
   b. Total the assets section.
   c. List liabilities and balances, and total this section.
   d. List owner's equity (difference between assets and liabilities) and balance.
   e. Total the liabilities and owner's equity section.

Microcomputer with Software Package

Because of variations in microcomputer applications, performance guides are not given here. Follow instructions for data entry as required to determine net worth of business.

Business Computing/Accounting Service

1. Transmit request, forms, business records, and data to business computing/accounting service.
2. Insure that requested service is received by due date.
3. Verify satisfactory completion of service performed.
4. Retain financial statement for analysis.
5. File supporting papers.

LEARNING ACTIVITIES

1. Explain a balance sheet and show students how to prepare one.
2. Define assets, liability, and equity.
3. Give the formula for computing equity. (equity = assets minus liabilities)

PERFORMANCE OBJECTIVE V-TECS 40 continued

4. Using figures, compute equity. Have students practice using formula with examples.
5. Explain the importance of making this check frequently.
6. Explain the problems incurred when liabilities are greater than assets.

RESOURCES

Franco, et. al. **The World of Cosmetology**, pp. 383, 384.

EVALUATION

Written Question

What is the formula for determining the net worth of a business?

Answer

Equity = assets minus liabilities.

DUTY: Performing Accounting Functions

TASK: Prepare W-4 Forms

PERFORMANCE OBJECTIVE V-TECS 41

STANDARD: W-4 forms must be completed and maintained for all current employees other than employees with single marital status and zero dependents.

SOURCE OF STANDARD: Consensus of writing team composed of workers in cosmetology domain.

CONDITIONS FOR PERFORMANCE OF TASK:
W-4 forms
Employees claiming anything other than single with zero deductions
W-4 employee file

PERFORMANCE GUIDE

1. Give W-4 forms to all new employees.
2. Request that each employee fill out form:
   a. Name.
   b. Current mailing address including current zip code.
   c. Marital status.
   d. Number of exemptions claimed.
3. Instruct employees to sign and date form and return to supervisor.
4. Update all current payroll records from new W-4 forms.
5. File W-4 forms in designated file.
6. Complete new W-4 forms at any time during year whenever changes may occur that necessitate an update. (e.g., change in marital status, exemptions or addition of employees.)
   Note: It is not necessary to have on file a W-4 form for any employee who claims single with zero deductions.

LEARNING ACTIVITIES

1. Explain the purpose of the W-4 form.
2. Illustrate how to fill out the W-4 form.
3. Distribute blank forms and teacher-developed figures. Have students fill out the form.
4. Discuss the need for making new W-4 forms on employees whose status changes.
5. Discuss the status for a person to qualify for W-4 form.

RESOURCES

Internal Revenue Service

EVALUATION

Practical Application
Using a blank W-4 form and your status, fill in the W-4 form.

PERFORMANCE OBJECTIVE V-TECS 41 continued

Method of Evaluating Practical Application

Check the form for accuracy according to the student's status and for neatness.

APPENDICES

DEFINITION OF TERMS

The following terms are supplied to establish operational definitions as they apply to this study.

CAREER LADDER: A vertical arrangement of jobs within an occupational area to indicate skill distinction and progression.

CATALOGS: A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data organized by a job structure or career ladder within a domain of interest.

CONSORTIUM: A group of state agencies, institutions, or other entities which has been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together the solution of problems in education. A membership from autonomous agencies and institutions which cuts across state boundaries as it attempts to solve problems or meet goals.

D.O.T. CODE: A nine-digit number used to identify a specific job within a given domain.

INSTRUCTIONAL SYSTEM DEVELOPMENT (ISD): A deliberate, orderly process for planning and developing instructional programs which insures that personnel are taught the knowledge, skills, and attitudes essential for successful job performance. Depends on a description and analysis of the tasks necessary for performing the job, objectives, evaluation procedures to determine whether or not the objectives, evaluation procedures to detemine whether or not the objectives have been reached, and methods for revising the process based on empirical data.

OCCUPATIONAL INVENTORY (TASK INVENTORY BOOKLET): A survey instrument containing tasks performed by job incumbents within D.O.T.'s complete with background information and a list of tools and equipment.

PERFORMANCE-BASED INSTRUCTION: Instruction which, when properly designed and applied, results in the learner's demonstration of certain abilities. The desired abilities are selected before the instruction is designed and are clearly defined as observable performance objectives. In V-TECS catalogs, the abilities are primarily psychomotor. This type of instruction is also referred to as competency-based instruction.

PERFORMANCE GUIDE (PG): A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also, called "teaching steps."

PROJECT: An occupational domain area selected by a V-TECS member state for catalog; development based upon the U.S. Department of Labor's Dictionary of Occupational Titles (D.O.T.).

STATE-OF-THE-ART (SOA STUDY): Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain other information that might be useful in catalog development.

TASK: A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

TASK ANALYSIS: A characteristic of a task statement which makes its accomplishments crucial to the acceptable performance of a worker or student. A method of analysis which identifies the critical tasks and aids in determining the consequence of poor performance or lack of performance by the worker or student.

WRITING TEAM: A team of people representing instructors within subject matter expertise, persons having knowledge and experience in developing criterion-referenced measures, and local or state supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives and criterion-reference measures for specific D.O.T. areas.

TOOLS, EQUIPMENT, AND WORK AIDS BY PERCENT OF WORKERS USING
(n = 69)

Tools, Equipment and Work Aids	Percent Using
Applicator bottles	97%
Conditioners (instant)	97
Capes/gowns (shampoo)	96
Combs	96
Conditioners (penetrating)	96
Hair spray	96
Setting lotions and gels	96
Cotton	94
Hair brushes	94
Rubber gloves	94
Shampoo	94
Brooms	93
Curling irons and brushes	93
Hooded dryer	93
Mirrors	93
Permanent wave rods	93
Plastic bags	93
Blow dryer	91
Capes/gowns (comb-out)	91
Clips (long)	91
Clips (short)	91
Clock	91
Magazines for reception area	91
Retail products (shampoo, conditioners, brushes, hair ornaments)	91
Rollers	91
Shampoo bowls	91
Towels	91
Coloring products	90
Picks	90
Shampoo chairs	90
Telephone	90
Water spray bottle	90

Tools, Equipment and Work Aids	Percent Using
Germicide (Barbicide)	88%
Glass and window cleaner	88
Hair styling station	88
Mixing bowls	88
Record cards	88
Airflow brush (blow-dry brush)	87
Dust pans	87
Reception furniture	87
Roller trays	87
Shears	87
Timers	87
Coat rack	86
Round brushes (for curling with blow dryer)	86
Aprons	84
Astringent	84
Cream	84
Disinfectant/lubricant	84
Germicide jars	84
Appointment book	83
Applicator bottles	80
Neck strips	80
Permanent wave sets	80
Style manuals	80
Straight razor	77
Tweezers (for eyebrow arching)	77
Cotton swabs	75
First aid kit	74
Hair nets	74
Hydraulic chair	74
Talcum powder	72
Calculator	71
Orangewood sticks for manicuring and hot wax application	71
Floor support mats	68
Manicure equipment	68
Makeup (facial)	67
Manicure table	67
Dry sanitizer (formaldehyde)	64
Filing cabinet	64
Clothes dryer	62
Clothes washer	62

Tools, Equipment and Work Aids	Percent Using
Electric razor	62%
Hair tape (for sets)	62
Fire extinguisher	61
Neck brushes	61
Manicure chair	60
Spatulas (for facial cream and makeup application)	54
Heat lamp	52
Cash register	46
Diffuser	41
Wax machine	33
Hair pressing equipment (stove and combs)	30
Ultraviolet lamps	29
Facial machine	10
Suntan booths	07
Aluminum foil	01
Automatic end paper holder	01
Bags (plastic)	01
Bulletin boards	01
Chemical relaxers	01
Clippers	01
Coated elastic bands	01
Coffee machine	01
Crimping irons	01
Crochet hook	01
Electric curlers (hot rollers)	01
Frosting caps	01
Hair lifts/picks	01
Hair ornaments	01
Heating caps	01
Hot comb	01
Makeup brushes and sponges	01
Mop	01
Photocopier	01
Pins (bobby and hair)	01
Posters/pictures	01
Product literature (for distribution to client)	01
Rack (for blow dryer/curling iron)	01
Razor	01
Solar nails	01
Tape recorder	01
Television	01
Training tapes	01
Typewriter	01
Uniperm machine	01
Vacuum cleaner	01

BIBLIOGRAPHY COMPILED BY SOUTH CAROLINA WRITING TEAM

Ahern, Jerry J. **West's Textbook of Cosmetology.** New York: West Publishing Company, 1981.

American Red Cross. **Standard First Aid and Personal Safety.** New York: Doubleday & Company, Inc., 1977.

Barrett, Dean. **The Van Dean Manual.** New York: Milady Publishing Corporation, 1976.

Bisignano, Flavio. **The Wig Story.** New York: Milady Publishing Corporation. n.d.

Clairol Company, 141 North Fifth Street, Saddle Brook, New Jersey 07662.

Dalton, John W. **The Professional Cosmetologist.** New York: The West Publishing Company, 1976.

Franco, Sylvia I., et. al. **The World of Cosmetology.** New York: Gregg Division, McGraw Hill Book Company, 1980.

Gerson, Joel. **Standard Textbook of Professional Estheticians.** New York: Milady Publishing Corporation, 1980.

House, Clifford and Kethie Sigler. **Reference Manual for Office Personnel.** Cincinnati: South-Western Publishing Company, 1981.

Kibbe, Constance V. **Standard Textbook of Cosmetology.** New York: Milady Publishing Corporation, 1981.

Megna, Salvatore. **Contempary Text of Scissor Haircutting.** New York: Milady Publishing Corporation, 1977.

Roux Laboratories, 3733 West University Blvd., Jacksonville, Florida 32217.

Schaefer, Sylvia. **All About Wigs.** New York: Milady Publishing Corporation. n.d.

Shaw, Richard and Gerald Stockton. **The Art and Technique of Wiggery.** New York: Milady Publishing Corporation. n.d.

Sanitary Rules and Regulations. Columbia, S.C.: South Carolina Board of Cosmetology, 1984.

Job Seeking: How & Where. Columbia, S.C. South Carolina Department of Education, 1981.

Tezak, Edward. **Successful Salon Management for Cosmetology Students.** New York: Milady Publishing Corporation, 1978.

Your Telephone Personality. Bell System 999-600-101, Issue 2.

LOCAL RESOURCES

Tax agency
Fire department
Salon owners
Newspaper business agent
Public relations person
Television public relations person
Radio public relations person
Interior decorator/designer
Paint and wallpaper business person
Carpet shop sales person
Florist
Attorney
Real estate agency representative
City Manager's office
Insurance agent

STATE RESOURCES

Tax commission
Employment service
Board of Examiners of Professional Hairdressers (for regulations)
Board of Cosmetology
Consumer agency or Better Business Bureau

FEDERAL RESOURCES

Internal Revenue Service
Occupational Safety and Health Administration (OSHA)
Social Security Administration

PERIODICALS

American Salon Magazine , 100 Park Avenue, Suite 1000, New York, N.Y.

Shop Talk, 407 S. Dearborn, Suite 925, Chicago, Ill. 60605

National Hairdressers & Cosmetologist's Association, 3510 Olive St., St. Louis, MO. 63103

State Board of Examiners of Professional Hairdressers Regulations. New York: Milady Publishing Corporation, 1981.

DUTIES AND TASKS

DUTY/TASK	PERFORMANCE OBJECTIVE/ PAGE NUMBER
I. SAFETY (MANAGING THE SALON)	
Give first aid for minor cuts	26/5
Give first aid for chemical reactions to scalp or skin	27/6
Give first aid for chemical in eye	28/7
II. SANITATION (MANAGING THE SALON OR CLEANING AND STERILIZING IMPLEMENTS, EQUIPMENT, AND FACILITIES)	
Supervise cleaning and sanitation procedures	1/9
Supervise personal hygiene/dress code	2/12
Sterilize combs, brushes and implements	104/15
Wash curlers, clips, perm rods, and perm trays	106/17
Sanitize electrical equipment	105/20
Launder towels, smocks, and capes	107/23
Clean kitchen, lounge, stockroom, reception areas, individual stations, and shampoo area	108/26
III. SHAMPOOING, CONDITIONING, CUTTING, AND STYLING HAIR	
Shampoo hair	53/30
Condition hair (penetrating rinse)	54/33
Design (cut) hair	55/36
Style hair using blow dryer and brush	56/39
Set hair using pin curls	57/42
Set hair using hot rollers	58/45
Set hair using curling iron	59/48
Set wet hair using rollers	60/51
Mold hair using fingers and comb (finger waves)	61/54
Straighten hair using pressing comb	62/58
Style hair by braiding and weaving	63/61
Style hair by sculpting	64/64
Trim beard, mustache, and sideburns	65/67
IV. PERMANENT WAVING AND RELAXING (STRAIGHTENING) HAIR	
Test skin for chemical sensitivity to perm	67/71
Perform a preliminary strand test for perm	68/73
Perform a preliminary strand test for relaxer	69/75
Give a permanent wave	70/77
Give pick-up curls	71/81
Straighten permed hair	72/83
Straighten (relax) hair	73/87
Give an amplifying treatment	74/89

DUTY/TASK	PERFORMANCE OBJECTIVE/ PAGE NUMBER
V. BLEACHING AND COLORING HAIR	
Perform a preliminary strand test for color	75/92
Apply permanent/semipermanent hair tint/toner to virgin hair	76/94
Apply permanent toner retouch	77/98
Apply virgin bleach	78/100
Create special hair color effects	79/102
Apply weekly color rinse to hair	80/105
Tint eyebrows	81/107
Tint beard and mustache	82/110
Remove hair color from skin	83/112
Remove artificial (permanent/semipermanent) color from hair	84/114
VI. CARING FOR SKIN, HANDS, AND FEET (FACIALS, MANICURES AND PEDICURES)	
Give facials	85/117
Apply facial makeup	86/120
Apply eyelashes	87/122
Shape eyebrows	88/124
Remove hair using wax depilatory	89/126
Remove hair using electrolysis	90/128
Repair nails	91/130
Give manicures and apply nail polish	92/132
Attach artificial nails	93/134
Remove artificial nails	94/136
Give a pedicure	95/138
VII. PERFORMING WIG SERVICES	
Order custom-made wig or hairpiece	96/141
Shampoo human hair wig or hairpiece	97/144
Condition human hair wig or hairpiece	98/146
Clean and condition synthetic wig or hairpiece	99/148
Shape wig or hairpiece	100/150
Set wig or hairpiece	101/152
Style wig on client's head	102/154
Style hairpiece on client's head	103/156
VIII. PERFORMING RECEPTIONIST FUNCTIONS	
Open salon	42/159
Answer telephone	43/161
Greet clients	44/163
Schedule appointments for clients	45/165
Receive payments for services and products	46/167
Make telephone calls	47/169

DUTY/TASK	PERFORMANCE OBJECTIVE/ PAGE NUMBER
Maintain reception area	48/171
Maintain inventory of salon supplies	30/172
Maintain inventory of retail products	49/173
Close salon	50/174
Sell hair-care or hair-related products	66/176
Explain salon policies to clients	51/178
Process mail	52/179
IX. MANAGING THE SALON	
Secure business license	3/181
Secure salon license	4/182
Obtain insurance	5/184
Lease building	8/186
Buy building	9/188
Buy equipment	10/190
Decorate salon	11/192
Arrange for employee training (new techniques, products)	7/194
Supervise apprentice training	6/196
Hire employees (cosmetologists, apprentices, assistants, and clerical)	13/198
Resolve client complaints	12/200
Dismiss employee	14/202
Keep daily sales and salon records	15/204
Keep daily service/sales records for employees	16/206
Keep employee records	17/207
Purchase supplies	18/209
Arrange for advertising	19/211
Contract for salon cleaning services	20/213
Lease booth or station space to hairdressers	21/215
Obtain booth or station space from lessor	22/217
Prepare work schedule for employees (cosmetologists, apprentices, assistants, clerical, pedicurists, and manicurists)	23/219
Organize stock area	24/221
Maintain inventory of salon supplies	30/223
Maintain equipment	25/225
Maintain working fire extinguisher	29/226
Contract for business computing/accounting service	31/227
X. PERFORMING ACCOUNTING FUNCTIONS	
Prepare federal tax reports	32/230
Prepare state tax report	33/232
Prepare local tax report	34/234
Prepare payroll	35/236
Pay bills	36/238
Keep tip records	37/240
Prepare W-2 forms	38/241

DUTY/TASK	PERFORMANCE OBJECTIVE/ PAGE NUMBER
X. PERFORMING ACCOUNTING FUNCTIONS (continued)	
Determine profit of business	39/243
Determine net worth of business	40/245
Prepare W-4 forms	41/247

WRITTEN EVALUATION QUESTIONS

V-TECS P.O.		
		I. SAFETY (MANAGING THE SALON)
26	1.	Explain why the area in and around a wound should be washed before putting a bandage on it.
26	2.	List the steps for giving first aid for a cut.
27	3.	Why is it necessary to read the manufacturer's directions before treating a chemical burn?
28	4.	Why should the eyes be cleansed with water immediately after a chemical has gotten into them?
		II. SANITATION (MANAGING THE SALON)
1	5.	What percent of Formalin is used to sanitize combs and brushes?
1	6.	What is used to sanitize sharp metal implements and electrodes?
1	7.	What is a safe antiseptic to use on the skin?
2	8.	What is used in addition to soap and water to avoid body odor?
2	9.	Brushing or gargling with an _____ will keep the breath sweet-smelling.
2	10.	What is the science that deals with the prevention of disease in the individual?
2	11.	In studying the importance of personal hygiene, what is one of the primary causes of disease?
104	12.	How are combs, brushes, and other implements cleaned before immersion in a germicide solution?
104	13.	What strength quaternary ammonium compound (quats) is used to sanitize implements?
104	14.	List six safety precautions for buying and storing chemicals.
104	15.	Explain the difference between a wet and a dry sanitizer.
104	16.	Why is it important to use sanitary implements on each client?
104	17.	Explain how to mix chemicals for disinfecting implements.
106	18.	How are rollers, perm rods and perm trays cleaned before immersion in a germicide solution?
106	19.	Why are rollers, perm rods and erm trays cleaned after each client?
106	20.	How often should the perm rods, rollers and perm trays be cleaned?
105	21.	What is used to sanitize electric clippers?
105	22.	Why is electrical equipment sanitized?
105	23.	How often should the electrical equipment be sanitized?
105	24.	Why is it important to unplug electrical equipment before sanitizing it?
107	25.	Should plastic items be air dried or dried in the dryer?
107	26.	Why is a clean towel used for each patron?
107	27.	Where should clean towels be kept until ready for use?
108	28.	How often should the kitchen, lounge, stockroom and reception area be cleaned?

V-TECS
P.O.

108	29.	What should be done with spoiled food in the refrigerator?
108	30.	Why is an inventory of the stock taken daily?

III. SHAMPOOING, CONDITIONING, CUTTING, AND STYLING HAIR

53	31.	Why is the hair shampooed?
53	32.	Why is a patron draped before a shampoo?
53	33.	How is the water temperature tested for a shampoo?
53	34.	What temperature should the water be for a comfortable shampoo?
53	35.	What is checked in a hair and scalp analysis prior to a shampoo?
53	36.	How are manipulations given during a shampoo?
53	37.	What area of the head is combed first to remove the tangles after a shampoo?
54	38	Why is the hair and scalp analyzed before applying a conditioner?
54	39.	What type conditioner would be used for a patron with a dry scalp?
54	40.	What type conditioner would be used on a patron with an oily scalp?
54	41.	Why is it important to read the manufacturer's directions prior to applying a conditioner?
54	42.	What should the PH of a conditioner be if it is to be used on a client with normal hair?
55	43.	Why should the patron have a correct hair shaping?
55	44.	What principle is used so that there is short hair at the crown and long hair at the nape and the hair is still cut to blend?
55	45.	Where should the operator start in shaping for a basic hair style?
55	46.	Why does the operator check a hair shaping before styling?
56	47.	When using a blow dryer, why does the operator blow the hair from the scalp to the ends?
56	48.	When using a blow dryer, why does the operator not blow hot air directly on the scalp?
56	49.	What type hair is best suited for blow waving?
56	50.	What type implements should be used in order to concentrate the heat during blow waving?
57	51.	What are the three principle parts of a pin curl?
57	52.	What type hair is best suited for pin curling?
57	53.	The size of a pin curl will determine the wave's _____.
57	54.	When a pin curl is formed in a shaping it should _____.
57	55.	Carefully removing a section of hair from a pin curl shaping is known as _____.
58	56.	What condition should the hair be in before rolling it with electric rollers?
58	57.	What elevation should the operator hold the hair to obtain maximum volume when rolling with electric rollers?

58	58.	Should more curl be expected from a set done with electric rollers or a wet set?
59	59.	What are hair ends called which have not properly been curled with the curling irons?
59	60.	Why is a comb put between the scalp and curling irons?
59	61.	What type curl is best suited for curling long hair with the curling irons?
60	62.	When using rollers, best results will be obtained from using what shape bases?
60	63.	Where would a volume roller curl be placed?
60	64.	To avoid splits around the hairline what shape bases should you use?
61	65.	A triangular parting is called what?
61	66.	What type hair is best suited for fingerwaving?
61	67.	Skill in fingerwaving is important because it is _____.
61	68.	In order to do a fingerwave correctly the hair must be?
61	69.	Do we start a fingerwave at the open or the closed end?
62	70.	Explain the difference between a soft press and hard press.
62	71.	Name the type of hair that is most resistant to hair pressing.
62	72.	If the operator accidentally burns the client's head when pressing it, what is applied immediately?
63	73.	Explain why the hair ends should be secured when braiding.
64	74.	Explain why proficiency in sculpting the hair is important to the cosmetologist.
64	75.	To what advantage is waving lotion used in giving a hair sculpting?
64	76.	What type hair is best suited for hair sculpting?
65	77.	Which facial shape can wear any style of beard, mustache, or sideburns?

IV. PERMANENT WAVING AND RELAXING (STRAIGHTENING)

67	78.	Describe procedures in giving a sensitivity test.
67	79.	What recommendations should be given for a positive reaction to the chemical sensitivity test?
68	80.	Describe procedures for giving a preliminary test curl.
68	81.	What recommendations should be given to hair that is tinted?
69	82.	Describe the procedure for a strand test.
69	83.	Explain the difference between a thio and sodium hydroxide relaxer.
70	84.	What two actions are involved in giving a permanent?
70	85.	Why should safety rules be applied in the giving of a permanent?
70	86.	What determines the choice of rods in permanent waving?
71	87.	Name one important factor as to why the permanent came straight.
71	88.	Why is it important to follow manufacturer's instructions?
72	89.	Why is it important to select the proper strength lotion?
72	90.	How long should the lotion be left on the hair?

V-TECS
P.O.

73	91.	Name the two chemical relaxers.
73	92.	Why is it important to shampoo as many times as necessary?
73	93.	What are the indications that the hair is properly relaxed?
74	94.	What recommendations are given for drying hair after the amplifying treatment?
74	95.	What is the purpose of the amplifying treatment?

V. BLEACHING AND COLORING HAIR

75	96.	On what area of the head is the strand test administered?
75	97.	How long should the color be left on the hair?
76	98.	What are the seven stages of hair lightening?
76	99.	Define toner.
76	100.	Name the three classifications of color.
77	101.	Define double application tints.
77	102.	Define hair lightening.
77	103.	What is the main ingredient in toner?
78	104.	Why is it important to apply a lightener one-half inch from scalp to one inch of hair ends?
78	105.	Name at least four types of lighteners.
79	106.	Define frosting, highlighting, and tipping.
79	107.	Why is it important to perform a sensitivity test before administering color to create special hair color effects?
80	108.	Define temporary color.
80	109.	Name the five types of temporary color.
81	110.	Name two safety precautions in eyebrow tinting.
81	111.	What is the purpose of petroleum jell when tinting eyebrows?
82	112.	Of the three classifications of color, which is advised for tinting beard and mustache?
82	113.	What position should a client be standing when removing semi-permanent color from the face?
83	114.	Why is cold water not used to rinse the skin for stains?
83	115.	Name one preventive measure to help prevent skin from staining.
84	116.	Why is it sometimes necessary to remove only a section of artificial color from the hair?
84	117.	What is the main ingredient in color removal?

VI. CARING FOR SKIN, HANDS, AND FEET (FACIALS, MANICURES AND PEDICURES)

86	118.	What is the purpose of facial make-up?
86	119.	Why is the foundation or base important in facial make-up?
87	120.	What great advantage do the wearers of semi-permanent false eyelashes enjoy?
87	121.	Why do oily eyelids present a problem in the application of false eyelashes?
88	122.	What is the correct way to tweeze the brow hair when arching?
88	123.	Why is an antiseptic applied to tweezed areas during eyebrow arching?
88	124.	After tweezing the brows, why is an astringent applied?

V-TECS
P.O.

89	125.	What are the six parts of the body where heated wax may be used?
89	126.	Name three important safety precautions to observe when using heated wax.
90	127.	What is electrolysis?
90	128.	What factor determines the depth of the needle insertion?
91	129.	List three general classifications of nail repair.
91	130.	For what purpose is nail wrapping used?
92	131.	Define manicuring.
92	132.	What is the ideal nail shape?
92	133.	Why should filing be done from corners to the center of the nail?
92	134.	What is the purpose of the hand massage?
93	135.	For whom are artificial nails recommended?
93	136.	What is the recommended length of time artificial nails can be worn?
94	137.	How are artificial nails removed?
94	138.	Can artificial nails be reused?
95	139.	What is meant by pedicuring?
95	140.	How does the professional weekly pedicure and foot and leg massage benefit the patron?

VII. PERFORMING WIG SERVICES

96	141.	What specific information must be obtained when ordering a wig for a patron?
97	142.	How often should a human hair wig be cleaned?
97	143.	Before removing a wig from the block to be cleaned, why is it necessary to mark the size of the wig with T-pins on the block?
97	144.	Why is it necessary to wear protective gloves in cleaning a human hair wig?
97	145.	Explain the procedure for cleaning a human hair wig.
98	146.	How is the canvas of the wig block protected from damage?
98	147.	Why is it advisable to use a conditoner on a wig or hairpiece?
98	148.	How is conditioner applied to a wig or hairpiece?
98	149.	Why is it important to stretch a wig or hairpiece on a canvas block?
99	150.	How is the canvas of the wig block protected from damage?
99	151.	Why is it necessary to mark the wig with T-pins on a wig block before cleaning?
99	152.	Explain the procedure to clean a synthetic wig or hairpiece.
100	153.	Why is expert wig shaping important?
100	154.	Why is a wig thinned close to the cap?
100	155.	What special care must be exercised in cutting a wig or hairpiece?
101	156.	Why is it important to pre-mark a wig using T-pins on a wig block prior to cleaning and styling?
101	157.	Name two factors to consider when setting and styling a wig.

V-TECS P.O.		
101	158.	How are rollers and curls secured when setting and styling a wig?
102	159.	Name three factors to consider in wig styling.
102	160.	Why is it best to comb a wig out on a client's head?
103	161.	Why is the cosmetologist-client consultation important?
103	162.	How is a hairpiece secured on the client's head?
		VIII. PERFORMING RECEPTIONIST FUNCTIONS
42	163.	Why is it important to arrive early at the salon prior to opening time?
42	164.	How is the cash register prepared for salon opening?
44	165.	Why is it important for the receptionist to cordially greet client upon arrival at the salon?
44	166.	Give reasons for the necessity of reporting to client on hairdresser's schedule.
45	167.	What information is necessary when the receptionist makes an appointment for a client?
45	168.	What responsibility is required of the receptionist if an appointment is made in person?
46	169.	Why is it important to record all sales and services for a salon?
47	170.	Why is it important to review purpose of telephone call?
47	171.	How will the use of good telephone techniques help a salon?
48	172.	Why is the appearance of the reception area of a salon important?
48	173.	Who is responsible for the reception area maintenance?
30	174.	Why is it necessary to maintain an inventory of salon supplies?
30	175.	Describe procedure to follow upon receiving supplies.
49	176.	Why should an inventory of retail items be taken periodically?
49	177.	Give procedure to follow upon receiving items for retail selling.
50	178.	How are the salon's gross receipts determined?
50	179.	What procedure is used to file receipts?
66	180.	Before attempting to sell a service or a product, what must a cosmetologist determine?
66	181.	What factorss should be stressed in selling beauty services or merchandise?
51	182.	How should a client's complaint be handled?
51	183.	How should a price objection be handled?
52	184.	What is incoming mail?
52	185.	What is outgoing mail?
		XI. MANAGING THE SALON
3	186.	Explain what is meant by a business (salon) license.
5	187.	Name the types of insurance coverage needed by a salon owner.
8	188.	List the four primary considerations in selecting a building for a salon.

V-TECS
P.O.

9	189.	List the terms of purchase when buying a building.
10	190.	What are the five considerations when buying equipment?
7	191.	Name four ways a hairdresser may keep informed of changes and current trends in the industry.
6	192.	Describe the responsibilities of the salon owner for an apprentice.
6	193.	What is the name of the agency to which forms to verify the apprentice's training must be sent?
12	194.	List three qualities which are helpful in resolving client's complaints.
12	195.	When should complaints be resolved by the owner/manager?
14	196.	Describe how an admonishment must be made to an employee.
14	197.	List the steps to be taken in dismissing an employee.
15	198.	Explain why sales records in the salon must be kept separately.
15	199.	The total amount of money taken in daily must always balance with _____ and _____.
17	200.	What are the seven steps important in setting up an employee record?
19	201.	What percentage of a salon's gross income should be spent on advertising?
19	202.	List at least four media sources.
19	203.	What are the items of information which should be shown in an advertisement?
20	204.	What percentage of the salon's gross income should be spent on cleaning services.
20	205.	Explain why an attorney should advise the salon owner on contracts.
21	206.	What are operational expenses?
21	207.	Who is involved in preparing the lease for a booth rental?
22	208.	For leasing a booth in a salon, why would you need an attorney?
22	209.	Describe the type of place in which you will keep important business papers.
23	210.	List the items which must be on a work schedule.
23	211.	State the advantages of having an organized salon.
24	212.	When should the stockroom be cleaned?
24	213.	When should supplies be labeled and dated?
24	214.	Where should the safety rules and regulations be placed?
30	215.	List the items which should be included on an inventory list.
30	216.	Describe the difference between an inventory list and a want list.
25	217.	State two reasons why a salon owner must see that equipment is maintained.
29	218.	State when a fire extinguisher should be checked.
29	219.	If the extinguisher is defective, what should be done?
31	220.	List the types of accounting services needed by salons.

V-TECS
P.O.

X. PERFORMING ACCOUNTING FUNCTIONS

35	221.	What are the individual production totals which must be kept by each cosmetologist?
35	222.	Explain the difference between the gross salary and the net salary.
35	223.	Name the deductions which must be subtracted from each employee's gross salary.
35	224.	Why should an employee be paid by a check?
36	225.	List the items which must be kept for records of amounts owed by the salon.
36	226.	When a check is written for a bill, explain what must be recorded.
37	227.	How often must the amount of tips be recorded in the **personal** ledger?
37	228.	How often must the total for tips be submitted to the employer?
38	229.	List the items required on the W-2 form.
39	230.	Explain briefly how a salon's profit is figured.
40	231.	What is the formula for determining the net worth of a business?

WRITTEN EVALUATION ANSWERS

I. SAFETY (MANAGING THE SALON)

1. To remove bacteria and foreign matter
2. Wash your hands, wash wound, rinse wound, blot wound dry, apply an antiseptic, apply a sterile bandage, caution victim to see a physician if there is evidence of infection.
3. To be sure you treat the burn properly.
4. To rinse away as much of the chemical as possible.

II. SANITATION (MANAGING THE SALON)

5. 10 to 25%
6. 70% alcohol
7. 3% peroxide
8. deodorant
9. antiseptic
10. personal hygiene
11. lack of cleanliness
12. Wash them with soap and water
13. 1:1000
14. (1) purchase in small quantities, (2) weigh and measure carefully (3) properly label (4) don't smell chemicals (5) avoid spilling (6) keep a complete first aid kit accessible.
15. A wet sanitizer is a large receptacle that holds a disinfectant solution in which you immerse objects. A dry sanitizer is an airtight cabinet containing an active fumigant in which sanitized implements are kept until ready for use.
16. To avoid the spread of germs or disease.
17. Use manufacturer's directions for implements to be sanitized and check the student's accuracy by the directions
18. Soap and hot water
19. To rid them of hair spray, chemicals, rinses, setting lotion and to avoid the spread of disease.
20. after each use
21. 70% alcohol
22. To avoid the spread of disease
23. after each use
24. To avoid electrical shock or possible electrocution
25. air dried
26. to avoid the spread of germs and disease
27. in a closed cabinet
28. daily
29. dispose of them
30. to keep an accurate track of the quantity.

III. SHAMPOOING, CONDITIONING, CUTTING AND STYLING HAIR

31. to cleanse the hair and scalp
32. to protect the clothing
33. Let the water run on your wrist until comfortable.
34. tepid

35. texture, elasticity, porosity, condition and scalp abrasions
36. with the cushions of the fingertips
37. at the nape
38. so we can select the proper conditioner
39. one with a lanolin base (cholesterol)
40. one with an alcohol base (sea breeze)
41. So we can get the best results from the conditioner and know what type hair the conditioner is to be used on.
42. 4.5 to 5.5 -- this is the normal PH of hair and skin
43. It is the basis for the hairstyle.
44. distance equals length
45. at the nape
46. So we can make sure it blends and there is no hair outside the guideline
47. to avoid damaging the cuticle of the hair
48. to avoid burning the patron
49. naturally curly
50. metal
51. base, stem, and circle
52. naturally curly or permanently waved
53. width
54. overlap
55. slicing
56. clean and dry
57. 45 degree angle
58. a wet set
59. fish hooked ends
60. to avoid burning the patron
61. the croquignole curl
62. rectangular
63. securely over its base
64. triangular
65. pivot point
66. Naturally or permanently waved.
67. the foundation of styling
68. properly shaped
69. open end
70. A soft press is accomplished with the thermal irons only, a hard press is accomplished with thermal irons over a comb press or with a double comb press.
71. wiry curly hair
72. 1% gentian violet jelly
73. to keep the hair from coming unbraided
74. because hair sculpting is the foundation for all modern hairstyles
75. The waving lotion helps to keep the hair in place while the waves are being formed.
76. naturally curly hair
77. the oval face

IV. PERMANENT WAVING AND RELAXING (STRAIGHTENING)

78. Prepare patron, section hair, wrap hair, apply solution, check scalp every five minutes.

79. have patron return in four weeks, try a different brand, recommend no permanent
80. a. read and follow product recommendations
    b. select proper rod
    c. wind hair on rod using proper technique
    d. saturate hair thoroughly with reforming lotion
    e. perform test curl and process
    f. rinse lotion out
    g. apply re-bonding lotion -- process, rinse
    h. evaluate test curl
81. select proper strength solution and proper rod, follow manufacturer's directions
82. a. detangle client's hair
    b. apply base on scalp
    c. apply relaxer to hair shaft
    d. process relaxer (sight, feel and hearing)
    e. rinse hair, shampoo
    f. apply neutralizer
83. Thio relaxer has a PH 9.4-9.6 and is less effective
    Sodium hydroxide has a PH 10-14 and is more effective and most popular
84. physical and chemical action
85. to protect the patron
86. the elasticity and texture of hair
87. improper saturation of permanent wave solution and neutralizer
88. to make sure you are familiar with the proper procedure and application of chemicals
89. as to not damage the hair
90. until the proper amount of curl has been removed but no longer than 15 minutes.
91. sodium hydroxide and ammonium theogylcolate
92. to avoid hair damage and scalp irritation
93. a. by sight (see if it is straight)
    b. feel (feel hair being smooth)
    c. hear (what patron says)
94. remove tangles, put under heat lamp, adjust heat lamp, lift hair with pick, let hair completely dry
95. to condition and give hair body

V. BLEACHING AND COLORING HAIR

96. the most resistant area of the head
97. until the desired shade
98. black, brown, red, red-gold, gold-yellow, and pale yellow
99. A toner is an aniline derivative but which is a delicate shade of color
100. temporary, permanent, semi-permanent
101. Products requiring two separate applications, also called 2-step tints
102. Involves partial or total removal of natural pigment, or artificial color, from the hair
103. meta-toluene-diamine
104. because of body heat at scalp and the ends are more porous
105. oil lightener, cream lightener, powder lightener, paste lightener

106. Frosting means to lighten or darken small selective strand of hair over the entire head to blend with the rest of the hair.
Highlighting means streaks of hair used for haloing and framing where the individual wants the highlights.
Tipping is similar to frosting, but the darkening or lightening is confined to small strands of hair at the front of the head.
107. to make sure there is a negative reaction
108. They are composed of large colored molecules that are of acid and chemical composition and are unable to penetrate the corticle layer and the molecules can only be trapped behind the cuticle layer.
109. color rinses, crayons, color cremes, color sprays, mascara
110. protect eyes, do not tweeze brows before tinting
111. to help prevent color from staining the skin
112. semi-permanent color
113. a standing position facing the shampoo chair
114. cold water sets the color in the skin
115. petroleum jell
116. to correct previous tinting treatment or to apply a new shade
117. hydrogen peroxide, acids, sodium hydrosulfide and a mixture of sulfonated oils

VI. CARING FOR SKIN, HANDS, FEET (FACIAL, MANICURES AND PEDICURES)

118. Make-up is applied to the face for the purpose of improving its appearance. The main objective is to emphasize good facial features and minimize defects.
119. Proper application of foundation creates a pleasing facial contour; Evens out skin color; Provides a base for color harmony; Conceals minor imperfections; Protects the skin against soil, wind and weather.
120. Wearers can participate in all normal activities with the same freedom as with natural eyelashes.
121. Oily eyelashes present a problem because the oil dissolves the adhesive and the lashes fall off.
122. Stretch the skin taut with the index finger and thumb of left hand. Grasp each hair individually with tweezers and pull with a quick motion in the direction in which the hair grows.
123. An antiseptic is applied to tweezed areas to avoid infection.
124. After tweezing the brows, apply an astringent to contract the skin.
125. Heated wax may be used on cheeks, chin, upper lip, nape area, arms and legs.
126. Three important safety precautions to observe are:
    a. to prevent burns, test temperature of wax
    b. keep heated wax from running into patron's eyes or other unwanted areas
    c. do not use heated wax under the arms, over warts, on moles, or over abrasions and irritated skin.
127. Electrolysis is the process of removing hair permanently by means of electricity.
128. The coarseness of the hair determines the depth of the needle insertion.
129. The three general classifications of nail repair are:
    a. capping of fragile nails
    b. repairing of partially broken or split nails
    c. reattaching tips that are broken off completely

130. Nail wrapping is used to strengthen soft and fragile nails.
131. Manicuring is the care of the hands and nails.
132. The ideal nail shape is oval.
133. Filing with the growth of the nails avoids splitting.
134. The purpose of hand massage is to keep hands flexible, well-groomed, and smooth.
135. Artificial nails are recommended for persons who cannot grow natural nails of the desired strength and length.
136. Manufacturers advise against wearing artificial nails for more than 48 hours to allow for natural nail growth.
137. Artificial nails can be removed by applying a few drops of oily nail polish remover around edge of nail; then gently lift from side with orangewood stick.
138. Artificial nails can be reused with proper care.
139. Pedicuring is the professional care of the feet, legs and toenails.
140. A weekly pedicure gives the toes a well-groomed appearance. Foot baths prevent rough, harsh heels, and foot and leg massage increases circulation and keep the skin smooth and soft.

VII. PERFORMING WIG SERVICES

141. Proper measurements, length of hair, shade of hair, and type of hair part and pattern.
142. Human hair wig should be cleaned every 2-4 weeks, depending on how often worn.
143. It is necessary to mark the block with T-pins in order to retain the same size after cleaning.
144. It is necessary to wear protective gloves to protect the hands from non-flammable liquid cleaners.
145. A human hair wig is cleaned by measuring 3 ounces (90 ml) of non-flammable liquid cleaner in a large glass or porcelain bowl, dip the wig up and down until it is cleaned. Clean the edges and inside foundation with a cotton ball or toothbrush.
146. The canvas of the wig block is protected by using a piece of plastic.
147. Wig cleaners usually are very drying on the hair, it is advisable to give a conditioning treatment after each cleaning.
148. Apply conditioner and distribute evenly to damp clean hair, following manufacturer's instructions.
149. It is necessary to gently stretch a wig or hair piece and secure with T-pins to insure proper fit.
150. The canvas block of the wig is protected by using a piece of plastic.
151. It is necessary to mark the wig on a block head before cleaning in order to gently stretch wig to insure proper size after cleaning.
152. After wig has been marked with T-pins on a canvas block, remove wig and swish the wig through cleaning solution for a few minutes. Rinse in cool water. Clean the foundation with a tooth brush or cotton. Squeeze out excess water and towel blot. T-pin wig on proper size block and let dry naturally.
153. Expert wig shaping is important as a result of a large quantity of hair. The failure to thin and taper the wig properly, will cause it to look bulky and artificial. Also, wigs are expensive.

154. Wigs should be thinned close to the cap to remove more bulk and to be certain that no hair spurs are left to stick out after the hair is styled.
155. Extreme care must be exercised in cutting a wig or hair piece. Once a wig has been cut the hair will not grow back to cover an error in judgement.
156. It is always advisable to pre-mark a wig on a block to insure the correct size after wig has been cleaned.
157. Two factors to consider when setting and styling a wig is the added fullness of the patron's hair, plus the hair and foundation of the wig.
158. It is desirable to use T-pins instead of clippies or bobby pins to hold both rollers and curls to avoid damage to wig foundation.
159. Three factors to consider in wig styling are the added fullness of the client's hair, plus the hair and foundation of the wig.
160. It is best to comb out a wig on the client's head in order to adjust and style the wig properly, using the client's facial features as a guide.
161. The cosmetologist-client consultation is important to determine the desired style and effect the client wishes to achieve.
162. A hairpiece is secured on the client's head by using two-sided tape, combs, bobby pins or hairpins.

VIII. PERFORMING RECEPTIONIST FUNCTIONS

163. It is important to arrive early at the salon in order for the receptionist to perform necessary duties such as:
    A. Turn on lights, music system and adjust thermostat.
    B. Prepare coffee.
    C. Fill drink machine.
    D. Prepare the desk and desk area.
164. The cash register is prepared by counting to make sure the amount is correct and there are enough pennies, nickels, dimes, quarters and paper money to make change. List the amount of each group on a blank count sheet. Total the figure to be sure the amount is correct.
165. It is important to greet client upon arrival at the salon because this courtesy bestowed on the client gives that person the first impression of the receptionist and the salon.
166. It is important to report to the client the approximate waiting time to show respect and make client aware of his/her personel interest and welfare.
167. The receptionist should record in the appointment book all pertinent information such as: (a) client's name and phone number, (b) date and time, (c) service requested.
168. It is the responsibility of the receptionist to fill out an appointment card and give it to the client, recording the client's name, date, time and service requested.
169. It is necessary to record all sales and services performed in the salon in order to accurately and efficiently manage a salon.
170. It is always a good practice of the receptionist to review the purpose of a call to: (a) cancel or confirm appointments, (b) order supplies, (c) conduct salon business.
171. The use of courtesy in telephone techniques makes new friends, brings in more business, and creates good will for the salon.

172. It is the first contact the patron has with the salon and sets the tone for the rest of the salon.
173. The salon receptionist or manager is usually responsible for maintaining reception area.
174. It is necessary to maintain an inventory of salon supplies in order to see exactly how much business you are doing in each major area. This also gives an accurate check on amount of supplies sold and figures must check with receptionist desk book.
175. When supplies are delivered to the salon, check to insure quantities received agree with the invoice.
176. An inventory of retail items should be taken periodically in order to restock sold items, also to check items not selling.
177. Retail items must be checked when received in order to insure quantities received agree with invoice.
178. The salon's gross receipts are determined by counting the total amount collected before paying out any bills.
179. The receipts are filed in a systematic filing system set up by the salon owner/manager.
180. Before attempting to sell a service or product the cosmetologist must decide if the client has a need for the service or product.
181. The cosmetologist should stress quality and other advantages over inferior products.
182. The client's complaint should be given careful consideration, along with following salon policies. Use self-control, tact and courtesy.
183. A price objection should be handled by building up more value in the client's mind by pointing out benefits of receiving the better service offered by your salon.
184. Incoming mail is delivered from the post office to a business by the mail-carrier.
185. Outgoing mail is any correspondence mailed from the salon to another person or business.

IX. MANAGING THE SALON

186. The city/county will permit the business to operate in that area.
187. building, business person property, loss of income, malpractice, personnel
188. Needs of salon, proximity to business area and prospective clientele, traffic flow and ease of getting in and out of parking lot, renovations.
189. terms of payment, title search, survey, deed/deed of trust, date of possession
190. budget, space, layout, functional, maintenance requirements
191. professional publications, professional associations, hairdresser's classes, and keeping in touch with supply sales representatives
192. The salon owner must insure that the salon is in compliance with all rules and regulations pertaining to apprenticeship training.
193. Division of Apprenticeship Training of the State Department of Labor and Industry
194. self-control, courtesy, tact
195. as soon as possible, promptly
196. with tact and privacy

197. a. review situation with employee
b. inform employee of dismissal
c. allow employee to respond
d. retrieve property of salon
e. pay employee
198. for tax purposes
199. the daily sales and service records
200. steps are listed in the Performance Guide
201. 3%
202. newspaper, television, radio, billboard, magazines
203. name of salon, address, phone number, service(s) offered, price(s), date(s) of validity
204. 1-2%
205. An attorney would see any mistakes or errors in the contract.
206. expenses necessary for the operations of the hairdresser which includes utilities, supplies, towel service, maintenance, and advertising.
207. a lawyer, the salon owner, and an accountant
208. reasons listed in Performance Guide
209. safe, fireproof file
210. a. number of stations available
b. operating hours
c. number of full-time and part-time employees
d. employees' days off
211. It usually has satisfied employees and clientele.
212. daily or as needed
213. as soon as they are received in salon
214. in a conspicuous place
215. Name of item, quantity on hand (date), quantity ordered (date), quantity received (date), total on hand as of date order was received.
216. An inventory list includes all items used in salon. A want list is a list of items which the employees want ordered.
217. It will save money and the salon will be safer.
218. once a month
219. A defective extinguisher should be replaced, findings recorded with the date and your intitials.
220. accounts payable, financial statements, tax reporting, payroll

X. PERFORMING ACCOUNTING FUNCTIONS

221. service totals and product sales
222. Gross salary is the amount due an employee before deductions are subtracted. Net salary is the amount due an employee after deductions are subtracted.
223. Federal income tax withholding, social security tax, federal unemployment insurance, state taxes, city income taxes (where applicable)
224. A check is tangible evidence for record-keeping and accuracy.
225. invoices, bills, statements
226. check number and amount
227. daily
228. once per pay period

229. salary, federal taxes, state taxes, FICA, local taxes (where applicable)
230. If total expenses are less than total income, the salon has a profit.
231. equity = assets minus liabilities